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Vocational Education

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Office of Public Instruction
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Helena, MT 59620

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MONTANA STATE PLAN
FOR VOCATIONAL EDUCATION

1980 - 1982

Superintendent of Public Instruction
Executive Officer
of
Vocational Education

October 8, 1980

Ed Argenbright, Superintendent
Office of Public Instruction
Sole State Agency for Vocational Education
Helena, Montana 59620



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APPENDIX MATERIAL

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SECTION B.	State Administrative Procedures for Vocational Education in Montana.
SECTION C.	Forms and Reporting Document for Vocational Education in Montana.
SECTION D.	Personnel, Minimum Occupational and Professional Certification Standards.

APPROVAL

The Three-Year Plan and the FY 79 Accountability Report for the administration of Vocational Education under Title II of the Education Amendments of 1976 (P.L. 94-482) is hereby approved by the U.S. Assistant Secretary for Vocational and Adult Education.

Submitted by the State of Montana

Adopted by State Board for Vocational Education

Date Submitted
to Office of Vocational and Adult Education October 8, 1980

Effective Date of Plan October 8, 1980

APPROVED: 
Assistant Secretary for Vocational and Adult Education

DATE APPROVED: January 16, 1981

State of Montana
Office of The Governor
Helena 59601

THOMAS L. JUDGE
GOVERNOR

January 3, 1977

Ms. Georgia Rice
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

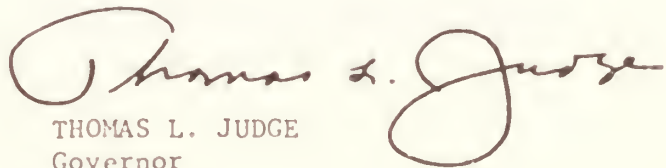
Dear Superintendent Rice:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,


THOMAS L. JUDGE
Governor

STATE CERTIFICATION
STATE OF MONTANA

I hereby certify:

1. That the Superintendent of Public Instruction in this State is eligible to submit the State plan for vocational education as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);
2. That the Superintendent of Public Instruction has authority under State law to perform the functions of the State under the program;
3. That the State legally may carry out each provision of the foregoing plan;
4. That all provisions of the foregoing plan are consistent with State law;
5. That the State Director/Administrator for Vocational and Occupational Services has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing plan;
6. That the State Director/Administrator for Vocational and Occupational Services has authority to submit the foregoing plan;
7. That the Montana Office of Public Instruction has adopted and formally approved the foregoing plan;
8. That the foregoing plan is the basis for State operation and administration of the program.

June 30, 1980
(Date)

Georgia Ruth Rice
Superintendent of Public Instruction

Certification by Superintendent
of Public Instruction

State of Montana

I hereby certify that the attached FY 80-82 State Plan was adopted
by the Superintendent of Public Instruction on June 19, 1980.

The State Plan, as submitted, is construed as a planning document
rather than specific program approval for the operation and administration
of the State's program established pursuant to the Vocational Education
Amendments of Public Law 94-482. All information and representations
contained in the Plan have been coordinated with the agencies, councils
and individuals as required by law and that the final adoption has been
made by the Superintendent of Public Instruction.

June 30, 1980
(Date)

Georgia Ruth Gini
Superintendent of Public Instruction



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

William D. Ball
Executive Director

June 19, 1980

TO: State Plan - Accountability Report Hearing Officer

FROM: William Ball, Executive Director, SACVE

RE: FY 82-83 State Plan and FY 79 Accountability Report

1. State Certifications -- Re: June 6, 1980.
 2. Page 14 - something missing. (see Page 15).
 3. Page 15 - Identify a bit more specifically 120 purposes; i.e., what are they? (not 120 different purposes).
 4. Page 21, 15. Add additional identification in the caption to identify these are state funds.
 5. Page 22, C. 1. Allocation of funds to L.E.A. Where is II(A) that is referred to in this paragraph?
 6. Page 25, III. There is neither a I or II item preceeding III of page 25. Also, does III. Expenditure and Accounting of Vocational Funds, apply to secondary and post-secondary? If only secondary, where is the reference to an P.S. procedures?
 7. Page 30. Last paragraph, beginning with sentence -- "Also, in 1980....." The sentence is not complete. A referral address would be helpful for those interested in securing these items.
 8. Page 32. State Governance and Administration. The references to these statutes and bills should be updated to the new Revised Codes of Montana.
- Page 34. State Director/Administrator. Same suggestions as for page 32.
9. Page e1. Program improvement and supportive services. Under Use of Funds for Research Programs, it would be most helpful to have included a planned amount of funds to be set aside for the various

activities cited. The same suggestion applies to following pages e2, e4, etc. Also, un-numbered pages that follow which deal with personnel develop, teacher training, sex bias, and vocational guidance.

10. CETA. Last paragraph is unclear as to what is meant. There already are some linkages with CETA and vo-ed. What is the intent of this statement?
11. Consider publication of a Mini-plan for wide distribution.
- 12 Have Plan and Accountability Report review available much earlier for input from agencies and public.

Certification by Superintendent of Public Instruction
of Involvement of Designated Agencies

The Superintendent of Public Instruction certifies that representatives required in Section 107(a)(1) of Public Law 94-482 have been afforded opportunity for involvement in formulation of the FY 80-82 State Plan.

Three meetings were held as follows:

<u>Date</u>	<u>Location</u>
March 13, 1980	Helena, Montana
April 30, 1980	Helena, Montana
June 5, 1980	Helena, Montana

June 30, 1980
(Date)

Georgia Ruth Rice
Superintendent of Public Instruction



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Advisory Council
for Vocational Education

June 12, 1980

TO: The Office of Public Instruction, State Agency for
Vocational Education

FROM: Jon Jourdonnais, Chairman, State Plan Committee, and
William A. Ball, Executive Director, SACVE

RE: State Plan FY 82-83, and Accountability Report FY 79.

The State Plan Committee of the State Advisory Council for Vocational Education recognizes significant improvement in the State Plan over those of previous years and commends the Department of Vocational Education Services for:

- A. A revised and more equitable formula for distribution of federal funds to approved applicants.
- B. Attempts to secure and include additional and better data in the plan.
- C. Addition of information relating to cooperating - coordinating agencies of CETA and Post Secondary Vocational Technical Centers.

RECOMMENDATIONS:

1. Goals and objectives in the program areas be more specifically stated and measurable.
2. Format of the entire plan be given serious consideration for change to improve utilization of the plan.
3. In the tables and charts referring to financial data from different sources, provide information for local, state, and federal separate from each other.
4. In the labor supply and demand table, identify secondary and post-secondary enrollments and completers available for work separately.

5. Include more planning reference to the institutions (Pine Hills, Mountain View, etc.) especially in the disadvantaged sections.
6. Include additional program statistical information on the P. S. level comparable to that of the secondary level, particularly the amount of dollars planned for each of the programs identified on the "Vocational-Technical Centers Estimated Enrollments" table.
7. Hold the Public Hearings on the State Plan and Accountability Report in the fall or very early winter, preferably in conjunction with other large meetings such as MVA Conference, School Boards, etc., and receive input toward the next plan prior to the development of the final draft.
8. Develop immediately a calendar of work sessions between the Vo-Ed Division Staff and the State Advisory Council State Plan Committee to provide in-depth discussion of the plan, planning process, report and reporting process well in advance of the drafting of the first copy of the plan and report.
9. The plan does not reflect an adequately staffed Department. Plans should reflect a proposal to relieve the over-burden of staff assignments to the present members of the staff.
10. Develop a composite or summary chart that would in one place identify the school or entity, all of its planned programs by OE code, enrollment, funding by all sources, in a format that is easily read and understood.
11. Expand information on SOICC--who they are, where is the office, what is their 1981-82 list of goals and objectives, and how this will assist vocational education. This information would be readily available at the SOICC office.

The Committee has not been involved in the development of the Accountability Report to date; therefore, they will address that document at a later date.

WB/jp

cc: G. McCallum, Chairman, SACVE

SUPERINTENDENT
OF PUBLIC INSTRUCTION

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 940482, we convened at three meetings during the development of the FY 1980-1982 State Plan for Vocational Education in Montana and actively participated in said Plan.

Date _____

Arthur Springer	Montana State Univ	June 5, 1980
John K. Lewis	Montana University System	June 5, 1980
Robert R. Bismarck	Mont. Adv. Council for Vol. S.	JUNE 5, 1980
Clark W. Cleveland	Mont. National Assoc.	June 5, 1980
Pat Daily	" "	JUNE 5, 1980
Richard R. Rogers	Council of Directors	June 5, 1980
W. D. Anderson	Advisory Council	June 11, 1980
James Hoffman	Powder Con. Colleges	June 16, 1980
North L. Welch	SAM	June 19, 1980
Laurie Ekman	Engr & Inv Council	7-1-80
William J. Jones		7-2-80

1980 MONTANA VOCATIONAL EDUCATION PLANNING COUNCIL

<u>Agency</u>	<u>Individual</u>
Governor's Employment and Training Council	Laurie Ekanger Department of Labor and Industry Employment and Training Division Job Training Programs 35 South Last Chance Gulch Helena, MT 59601 449-5600
School Administrators of Montana	Keith L. Allred Superintendent Kalispell District #5 233 1st Ave. S. Kalispell, MT 59901 755-5015
Montana Council of Vocational-Technical Center Directors	Glenn Burgess, Director Billings Vocational-Technical Center 3803 Central Avenue Billings, MT 59102 652-1720
Montana University System	James Hoffman, M.A. President Dawson College Glendive, MT 59330 365-3396 John Lewis Dean of the School of Technology and Professional Studies Northern Montana College Havre, MT 59501 265-7821 William Lamm Director of Special Projects and Community College Coordinator Commissioner of Higher Education 33 South Last Chance Gulch Helena, MT 59601 449-3024
Office of Public Instruction	J. Dennis Sheehy State Plan Consultant Department of Vocational Education #106 State Capitol Helena, MT 59601 449-3126

Advisory Council

Dr. Jon Jourdonnais
Orthodontist
2511 6th Avenue S.
Great Falls, MT 59401
454-1101

Montana School Boards Assn.

Wilbur Spring, Jr.
Route 1
Belgrade, MT 59714
388-6375

Montana Vocational Association

Fritz Daily
Butte Vocational-Technical Center
404 South Wyoming Street
Butte, MT 59701
792-4256

Clark Cleveland
Hinsdale High School
Hinsdale, MT 59241
364-2288

Certification of Equal Access

I hereby certify that I have had the opportunity to assist in the development and review of the attached FY 1980-82 Montana Plan for Vocational Education as required by P.L. 94-482, Section 109, (A)(3)(B), and that it meets the requirements for sex equity and assures equal access to vocational education opportunities as prescribed by Section 104(b)(1)(2); 107(b)(4)(A)(B).

Sara E. Moore
Consultant, Human Potential Development Program

June 30, 1980
(Date)

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

Fred Barrett, Administrator
Employment Security Division
Department of Labor and Industry

Bruce DeRosier, Executive Director
Governor's Employment and Training Council
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Georgia Rice, Superintendent
Office of Public Instruction

June 30, 1980
(Date)

Georgia Ruth Rice
Superintendent of Public Instruction
Georgia Rice, Executive Officer

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

Notification of public hearings was made through advance press releases to eleven daily newspapers.

Public hearings on the Fiscal Year 1980-82 State Plan for Vocational Education and the 1979 Annual Accountability Report were held as follows:

<u>Date</u>	<u>Time</u>	<u>Place</u>
June 19, 1980	5:30 p.m.	Billings, Montana
June 19, 1980	5:30 p.m.	Great Falls, Montana
June 19, 1980	5:30 p.m.	Miles City, Montana
June 19, 1980	5:30 p.m.	Kalispell, Montana

June 30, 1980
(Date)

Georgia Ruth Keri
Superintendent of Public Instruction

CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

I, the Superintendent of Public Instruction, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of P.L. 94-482.

And further certify that each eligible recipient receiving assistance under P.L. 94-482 has certified to the establishment of such councils.

June 30, 1980
(Date)

Georgia Ruth Rice
Superintendent of Public Instruction

GENERAL APPLICATION ASSURANCES

GENERAL APPLICATION

In accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title II - Vocational Education of the Education Amendments of 1976 (P.L. 94-482), the State of Montana does, with this general application, provide the following assurance:

1. That the State of Montana will provide proper and efficient administration for vocational education through the Office of the Superintendent of Public Instruction, which hereinafter shall be referred to as the sole agent.
2. That the sole agent will cooperate with the Montana Advisory Council for Vocational Education in carrying out its duties pursuant to Section 105 of P.L. 94-482 and the Montana Planning Council for Vocational Education.
3. That the sole agent will comply with any requests of the Secretary of Education for making such reports as the Secretary may reasonably require to carry out her functions as outlined in P.L. 94-482.
4. That funds will be distributed to eligible recipients in Montana on the basis of annual applications which:
 - A. Have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients.
 - B. (i) Describe the vocational education needs of potential students in area or community served by the applicant, and indicate how, and to what extent, the program proposed in the application will meet such needs; and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by P.L. 94-482, have been used to develop the program proposed in this application.

- C. Describe how the activities proposed in the application relate to manpower programs conducted in the area by the Governor's Employment and Training Council to assure a coordinated approach to meeting the vocational education and training needs of the area or community.
 - D. Describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by state or local funds. That any eligible recipient dissatisfied with final action with respect to any application for funds under Public Law 94-482 shall be given reasonable notice and opportunity for a hearing.
5. A. That the State of Montana shall, in considering the approval of local applications, give priority to applications which:
- (i) Are located in economically depressed areas and areas with high rates of unemployment (including the seven Indian reservations located within the state) and are unable to provide the resources necessary to meet the vocational education needs of those areas without federal assistance; and
 - (ii) Propose programs which are new to the area to be served and/or which are designed to meet new and emerging manpower needs and job opportunities.
- B. That the State of Montana shall, in determining the amount of funds available to those applicants approved for funding, base such distribution on economic, social and demographic data, obtained from those groups involved (where possible) which relates to the particular need for vocational education among the various populations and within the various areas of the state except that:

FUND DISTRIBUTION

Step 1 - Divide Federal Funds by purpose (see budget page).

- (a) Section 120 purposes
- (b) Section 130 purposes
- (c) Section 140 purposes
- (d) Section 150 purposes
- (e) Administration, planning and evaluation.

Step 2 - Receive and review applications from LEAs and other eligible recipients.

Step 3 - Prioritize applications:

- (1) Economically depressed areas (20%) basis:
 - (a) Rate of unemployment
 - (b) Ability to provide resources to vocational programs (state support, tax base).
- (2) New programs (20%) - Programs that are designed to meet a new and emerging need in the area of manpower and job opportunities. This is determined by shortage of labor supply in occupational areas.

Step 4 - Rating of applications, economic, social and demographic factors.

- (1) Relative financial ability, (30%) property wealth per capita of local school districts and of other public agencies having a tax base on the total tax effort of the area served by these schools.
- (2) Concentration of low income families or individuals (30%) based on the areas with the largest number of families below the State poverty level.

(i) The State will use as the two most important factors in determining this distribution (1) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies, and (2) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low income families, students from rurally isolated reservation communities and students from families in which English is not the dominant language.

(ii) Program applications considered for funding will be rated according to the following formula:

(a) 30% on the concentration of low income families:

High	Low	
10 9 8 7 6 5 4 3 2 1	x	30% = possible points

(b) 30% on relative ability to pay:

High	Low	
10 9 8 7 6 5 4 3 2 1	x	30% = possible points

(c) 20% on depressed areas:

High	Low	
10 9 8 7 6 5 4 3 2 1	x	20% = possible points

(d) 20% on the development of new programs:

High	Low	
10 9 8 7 6 5 4 3 2 1	x	20% = possible points

Total points _____

(iii) The State of Montana will not allocate such funds among recipients declared eligible under federal and state guidelines on the basis of per capita enrollment or through matching of local expenditures on a uniform basis or deny funds to any recipient which is making a reasonable tax effort or financial contribution, solely because such recipient is unable to pay the nonfederal share of the cost of new programs.

(iiii) Local applications will include total program budgets. A finalized expenditure report will be the basis for reimbursement.

(iiiii) Project applications are reviewed by State staff. After initial acceptance and prioritization the projects are applied to funding criteria and the amount of funds available in each funding area. The amount of federal funding available makes this two-step approach necessary to fund projects with the most need. The initial review process will determine projects that are to be involved in the funding formula.

- C. The following factors will be considered and applied to the projects that meet funding requirements in Montana.

(i) Concentration of low income families (30%).

The funding formula will give due consideration to the relative concentration of low income families or individuals within such agencies. The following scale will be used to determine the point value of this factor for each school district.

10 points	16.3% and above
9 points	14.6 - 16.2%
8 points	12.9 - 14.5%
7 points	11.2 - 12.8%
6 points	9.5 - 11.1%
5 points	7.8 - 9.4%
4 points	6.1 - 7.7%
3 points	4.4 - 6.0%
2 points	2.7 - 4.3%
1 point	1.0 - 2.6%

The point values will then be included in the formula computation.

(ii) Relative Ability to Pay.

The funding formula implemented and revised for Montana will use an Adjusted Ability to Pay method. This procedure will provide for a comparison of taxable valuation and actual mill levies to determine the areas with the most need. The funding formula will provide standardization of comparisons at the district level. A three step computation is used to determine the relative wealth of districts as follows:

Step A

Ability to Pay

$$= \frac{\text{School District taxable valuation per ANB}}{\text{State Average taxable valuation per ANB}}$$

Step B

Adjusted Ability to Pay

$$= \frac{\text{Local District operating Mill Levies}}{\text{State Average District Mill Levies}}$$

Step C

School District Relative Ability to Pay

$$= \frac{\text{Adjusted Ability to Pay}}{\text{Ability to Pay}}$$

<u>Point Conversion</u>	<u>Points</u>
2.71 or above	10
2.41 to 2.70	9
2.11 to 2.40	8
1.81 to 2.10	7
1.51 to 1.80	6
1.21 to 1.50	5
.91 to 1.20	4
.61 to .90	3
.31 to .60	2
.01 to .30	1

- (a) The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Office of Public Instruction.
- (b) The five area Vocational Centers and Community Colleges will be considered to have the same relative ability to pay as the State average.
- (c) Units of the Montana University System and State Institutions will be considered on an individual project basis.

(iii) Depressed Areas

Depressed areas will be determined by the relative unemployment rate compared to the current State average. The point system will change as new data becomes available. (See demographic data.)

1980 general unemployment state average 7.0 for 1980.
 Projected annual increase of 3.6% through 1985.
 (February 1980 - 7.0%)

10 points	15% or above
9 points	13.4 - 14.9%
8 points	11.8 - 13.3%
7 points	10.2 - 11.7%
6 points	8.6 - 10.1%
5 points	7.0 - 8.5%
4 points	5.4 - 6.9%
3 points	3.8 - 5.3%
2 points	2.2 - 3.7%
1 point	.1 - 2.1%

(iiii) New programs.

Programs designed to meet new and emerging needs in the area of manpower and job opportunities.

Points assigned in this area will be assigned based on the data in the Demographic and Statistical Section of this plan by comparing project applications to area needs. The statistics available in this area are constantly changing and data will be updated at regular intervals. The data available is regularly prepared by the Research Department of the State of Montana Employment Security Division. Statistical bases to be considered include: Labor Surplus Areas, Employment By Occupation 1976-1985; Industry Employment and Average Annual Job Openings 1976-1985. Points will be assigned based on consideration of these data bases. Additional information is supplied in future job needs section.

Additional Funding Formula Data

All project applications will be prioritized according to the demographic, future needs and funding formula data available in Montana. Statistical information will be applied at the L.E.A. level, such as taxable values and mill levies where this data is available. In some cases, such as unemployment percentages, county statistics will be used. The project applications receiving the most points will be given priority based on the availability of funds for distribution.

The L.E.A.s are obligated to provide the following data for funding consideration:

Total costs associated with each vocational education project including: Local, State and Federal effort.

The amount of vocational education funds to supplement local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting of local funds will occur. A school must not decrease the amount spent in the vocational programs from one year to the next.

The financial obligation in the following "excess cost" areas:

- a. instructional supplies;
- b. instructional minor equipment;
- c. instructional travel expenses;
- d. instructional equipment maintenance and repair;
- e. instructional major equipment;
- f. extended contract salaries;
- g. student organization stipends.

These areas are defined as "excess costs" because expenditures are beyond the regular operational (local) function of the project. These costs must be easily identifiable to the specific vocational education funding received by the L.E.A. Funds expended in the above areas are generally associated with expansion of vocational education programs and provide a basis for measurement of expansion without supplanting.

The concept of relative ability to pay is a comparison of school district taxable valuations and the actual mills needed to finance district operations. These amounts are compared to a state average to insure standardization and equalization of fund allocations.

Some examples of these funding factors for relative ability to pay follow:

District A

Step 1

Taxable Value per ANB = 27,624
State Average TV per ANB = 25,140

1.09 = Ability to Pay.

Step 2

Local District Operating Mills = 48.730
State Average District Mills = 54.759

.88 Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay

.88 = Adjusted Ability to Pay
1.09 Ability to pay

= .80 = Point Factor of 3.

District B

Step 1

Taxable Value per ANB = 359,606
State Average TV per ANB = 25,140

14.30 = Ability to Pay

Step 2

Local District Operating Mills = 24.040
State Average District Mills = 54.759

.43 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay.43 Adjusted Ability to Pay

14.30 Ability to Pay

= .03 = Point factor of 1

District CStep 1Taxable Value per ANB = 12,517

State Average TV per ANB = 25,140

.49 = Ability to Pay

Step 2Local District Operating Mills = 44.150

State Average District Mills = 54.759

.80 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay.80 = Adjusted Ability to Pay

.49 = Ability to Pay

= 1.63 = Point factor 6

District DStep 1Taxable Value per ANB = 17,437

State Average TV per ANB = 25,140

.69 = Ability to Pay

Step 2Local District Operating Mills = 88.210

State Average District Mills = 54.759

1.61 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay1.61 = Adjusted Ability to Pay

.69 = Ability to Pay

= 2.33 = Point Factor of 8

The four districts involved in this example contain a vast span of data. District A is an average district with unemployment below the state average, a low dropout rate and average percentage of families below the poverty level, point factor 3.

District B is a relatively wealthy district with unemployment well below the State average, low dropout rate and lower percentage of low income families than the State average, point factor 1.

District C is a relatively poor district with unemployment above the State average, a high dropout rate and one of the highest percentages of families receiving income below poverty level, point factor 6.

District D is a relatively poor district with a high unemployment rate, labor surplus, above average dropout rate and about average percentage of families with incomes below the poverty level, point factor 8.

6. The Superintendent of Public Instruction will use federal funds made available under this Act to supplement and, to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds, be made available for the uses specified in the Act and in no case will supplant such state or local funds.
7. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the State (including funds under this Act paid to eligible recipients by the State.)

Each state-level vocational program area consultant will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine the overall level of maintenance of effort for vocational education in Montana.

Program applications will be reviewed by state vocational program area consultants to determine that each meets approval criteria. Each approved project will submit a claim with itemized actual expenditures near the closing of each academic year. Each program's expenditures will be verified by state educational personnel. Verified actual expenditures will then be compared with expenditures as verified by state educational personnel. Verified actual expenditures will then be compared with expenditures

of previous years to determine that effort has been maintained on a per student or aggregate basis. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs and programs will receive payment twice each calendar year.

- 8 The funds received under this Act will not be used for any program of Vocational Education (except personnel training programs under Section 135, renovation programs under Sub Part 4 of Part B, and Consumer and Homemaking programs under Sub Part 5 of this Act) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice regardless of sex. As an integral part of a program of orientation and preparation, and for purpose of this section, the term "significant assistance" shall be defined to mean: Programs to assist students (including the disadvantaged and the handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations, and any other considerations that relate to choosing an occupation.
9. Montana has instituted policies and procedures to insure that copies of the Five Year Plan for Vocational Education, Annual Program Plan, Accountability Report, and all statement of general policies, rules, regulations, and procedures issued by the Superintendent of Public Instruction and by any state agencies to which any responsibility is delegated by the Superintendent concerning the administration of such plan will be made reasonably available to the public.
10. The funds used for purposes of Section 110(a) are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.
11. The Superintendent of Public Instruction assures that the office will cooperate with the Administrator of the National Center for Education Statistics, HEW, in supplying and complying on its report with the information elements and definition requirements as specified in Section 161(a) of the Act.
12. The Superintendent of Public Instruction assures that students served by Indian Tribal organizations receiving funds under the Secretary's discretionary programs, under the authority of the Act, shall be eligible to participate in vocational education programs administered by the Superintendent of Public Instruction.

13. Where appropriate, the Superintendent will give special consideration to outlying districts removed from major population centers to assure the equality of educational opportunity exists through quality vocational education programs for persons living in remote and sparsely populated areas.
14. The Superintendent assures that state and local funds applied to matching and maintenance of effort requirements will meet the same conditions and requirements as federal funds, and that in-kind contributions shall not be used as part of the state's matching and maintenance of effort requirements.
15. Secondary-Vocational Education Application and Funding Procedures FY 1980-82

A. Authorization: House Bill 537 - 46th Montana Legislature

TITLE: AN ACT TO PROVIDE ADDITIONAL FUNDING FOR
SECONDARY VOCATIONAL AND INDUSTRIAL ARTS
PROGRAMS

Section 1 - Appropriation There is appropriated \$1,500,000 to the Office of Public Instruction for the purpose of providing additional funding for secondary vocational education. The appropriation shall be allocated under rules promulgated by the office which shall require each recipient school district to certify that expenditures for secondary vocational programs in that district will increase by the amount granted from this appropriation. It is assumed that this type of funding for secondary projects will continue into fiscal year 1982 although this depends on the next legislative session of Montana.

Section 2 - Accounting A school district receiving funds from this appropriation shall account for all secondary vocational and industrial arts programs in a subfund of the general fund of the school district.

- B. The following policies and procedures have been promulgated by the Superintendent of Public Instruction in compliance to the above-stated statute and shall be the governing rules for distribution of appropriated monies.

(1) Eligibility Requirements: Schools desiring to participate in the state's funded secondary Vocational Education/Industrial Arts programs must have operated a program for at least one year. Due to the specific appropriation of 1.5 million for FY 80 and 81, it will be necessary to prioritize programs so the appropriation level is not exceeded.

To apply, schools must submit to the Superintendent of Public Instruction a:

- (a) Local Plan for Vocational Education (Form VZ0379)*
The local plan is a summary of all vocational programs planned for operation fiscal years 1978-82. (Schools having submitted Local Plans in FY 1978 or FY 1979 need not resubmit.)
- (b) Proposal for Vocational Education Program (Form VZ0279)*
A separate proposal must be submitted for each six-digit Department of Education occupational program code for which funding is being requested. Detailed information on specific occupational codes and program requirements are contained in the Guidelines for Vocational Education in Montana.
- (c) Addendum for Cooperative Vocational Education Programs (Form VZ1280)*
A separate addendum must be included and attached to the Proposal for Vocational Education (VZ0279) for each program utilizing the cooperative method of instruction.
- (d) Certified Expenditure Report (Form VZ0579)*
Any local school district desiring to participate in the state's funded vocational program must additionally certify that expenditures made by the school to support additional cost items in vocational programs will be maintained at the previous year's level and that supplemental funds provided by this grant will actually increase expenditures by the amount of the grant. A Certified Expenditure Report (Form VZ0579)* must be submitted to the Superintendent of Public Instruction by July 15.

C. Allocation of Funds to L.E.A.

1. The following procedures will be proposed by the Superintendent of Public Instruction in accordance with the Administrative Procedures Act and shall upon approval govern the allocation and distribution of vocational education funds. Only programs meeting the eligibility requirements and whose programs are approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.
2. All approved programs of vocational and industrial arts education shall be placed into one of five categories according to the cost of the program. Each category will carry the following weight:

* Copies of the state forms included in this section can be found in the appendix.

<u>CATEGORY</u>	<u>FY 81 WEIGHT</u>	<u>*FY 82 WEIGHT</u>
I	.25	1.00
II	.20	.80
III	.15	.60
IV	.10	.40
V	.05	.20

NOTE: The assignment of programs to categories is subject to annual review adjustment. A listing of programs and the assigned categories will be distributed annually to schools along with program applications (VZ0279).

CATEGORY I Programs

1. Agri. Mechanics
Agri. Mechanics Co-Op
2. Production Agri.
Production Agri. Co-Op
3. Welding
Welding Co-Op

CATEGORY II Programs

1. Secretarial Office Practice
Secretarial Office Practice Co-Op
2. Simulated/Model Office
Simulated/Model Office Co-Op
3. Clerical Office Prac.
Clerical Office Prac. Co-Op
4. Auto Mechanics
Auto Mechanics Co-Op
5. Metalworking
6. Agri Forestry

CATEGORY III Programs

1. Drafting
2. Carpentry
**Carpentry Co-op
3. Home Ec. Related Occ. (HERO)
**HERO Co-op
4. Small Engine Repair
5. Agri. Supplies & Service
6. Consumer Homemaking
7. Auto Body
8. Graphic Arts
9. Food Mgm't/Serv.
Food Mgm't/Serv. Co-op
10. Broadcasting
11. Electronics
12. Industrial Arts (50%)***

*If proposed funding levels are achieved in FY 82 weighted value will be increased.

**Carpentry and HERO programs will move to funding level II when conducted as co-op programs.

***Approved industrial arts programs will be funded at 50 percent of the weighted factor in category III.

CATEGORY IV. Programs

1. Appliance Repair
2. Distrib. Educ. Co-op
3. Clothing Mgm't

CATEGORY V. Programs

1. Child Care
*Child Care Co-op
2. Health Occupations
3. Additional Average Number Belonging: To determine the additional average number belonging that may be used for budgeting purposes for the ensuing year, the following formula shall be used for computational purposes:

$$\frac{\text{Aggregate Days Belonging}^{**}}{180} \times \frac{\text{No. Vo-Ed Periods}}{\text{No. Periods in School Day}} \times \text{Vo-Ed Weight Factor} \times \text{Local ANB Value} = \text{State Vo-Ed Funds}$$

For the formula cited above the following definitions are applicable:

- a. Aggregate Days Belonging - The sum of the aggregate days present and aggregate days absent for all students in the approved six digit O.E. Code program.
- b. Number of Vo-Ed Periods - The actual number of class periods the program is offered during each class day.
- c. Number of Periods in the School Day - The total number of class periods in the instructional day.
- d. Local ANB Value - The dollar value of one student in the school as determined by the state foundation aid program.
- e. Weighted Factor - The numerical weight associated with the program cost categories noted in b (2).

EXAMPLE: School A has 15 students in its approved welding class (Category I - Weight .25). The class meets for two periods in a six-period instructional day and the local ANB value of a student is \$1,000.

*Child Care Co-op programs will move to funding level IV when conducted as co-op programs.

**of those students attending the vocational program.

<u>Program</u>	<u>Students</u>		<u>Periods</u>	<u>Weight</u>		<u>ANB Value</u>	=	<u>State Funds</u>
Welding	2700*/180	X	2/6	.25	X	1000		\$1,250

C. Industrial Arts Programs

Schools desiring to apply for funding for Industrial Arts programs must satisfy the same general requirements as for vocational education programs. The application for industrial arts programs should be made on Form VZ0279, Proposal for Vocational Education Programs. Design of the program should be based upon requirements outlined in the publication, Guidelines for Vocational Education in Montana, page 41. Approved Industrial Arts programs will be funded at one-half the weighted factor of Category III (.075).

Expenditure and Accounting of Vocational Funds

A. Deposit and Expenditure of Vocational Funds

1. Any school receiving state vocational education funds shall deposit and account for those funds in subfund 02 of the district's general fund account.
2. Expenditures for additional cost items shall be reported by the approved six digit O.E. Code program.

B. Additional Cost Items: The Superintendent of Public Instruction has assured the Montana Legislature that funds made available shall be used to pay the additional cost of vocational education and approved Industrial Arts programs. To comply with this assurance, the superintendent has designated additional cost items and specifically authorized the expenditure of vocational funds for the following purposes:

1. Instructional supplies utilized by the program.
2. Instructional minor equipment purchased for the program.
3. Instructional related travel expense.
4. Instructional equipment maintenance and repair.
5. Instructional major equipment.
6. Extended teacher contracts to support supervision of students in vocational related activities such as cooperative work experience and programs that extend beyond the school year.

*Refer to (a) on page 24.

7. Student organization stipends for the purpose of providing supervision of vocational student groups (VICA, FFA, FHA, OEA, DECA, HERO).
- C. Non Allowable Cost Items: Funds designated for vocational education may not be expended on cost items that are currently being funded through the state's foundation aid program. Included in this category are regular salaries for administration and instruction, rent or purchase of classroom facilities, "general" classroom furniture and supplies and items of fixed equipment which became part of the instructional facility.
- D. Reporting; Schools participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction.

Public Information Dissemination

A minimum of three hundred fifty (350) copies of the Montana State Plan 80-82 for Vocational Education and an equal number of statements of general policies, rules, regulations, and procedures issued by the Superintendent of Public Instruction concerning the administration of the Three Year Plan will be distributed to interested agencies, organizations and individuals, such as:

Montana Advisory Council for Vocational Education;
 Local educational agencies;
 Postsecondary vocational-technical centers;
 Community colleges;
 Four-year colleges and universities;
 Staff, Office of Public Instruction;
 Montana Employment Security Division;
 Department of Community Affairs;
 Department of Social and Rehabilitation Services;
 Governor's Employment and Training Council;
 Commissioner of Higher Education;
 Department of Institutions;
 Indian representatives; and
 Montana Vocational Association.

To insure public understanding of the Three Year Plan for Vocational Education, regional public hearings were held to inform participants about the plan, amendments to the plan, changes in policies and procedures, and to discuss implications of the Act for implementing and conducting Vocational Education programs. All vocational education personnel in the Office of Public Instruction are well-versed in the State Plan and are available to help individuals with questions concerning the plan.

Opportunity for Hearings on Local Applications

The following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of, and the opportunity for, a hearing upon such action.

- A. The Superintendent of Public Instruction or designated staff shall promptly notify, in writing, any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.
- B. Within twenty days of the receipt of notification by the Superintendent of Public Instruction or designated staff, a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be sent to the Superintendent of Public Instruction. The request shall contain:
 - 1. A brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered;
 - 2. A list of documents which the local educational agency intends to produce at the hearing; and
 - 3. A list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced at the hearing.

- C. The Superintendent of Public Instruction or designated staff shall acknowledge, in writing, receipt of the request for hearing within ten (10) days. The Superintendent of Public Instruction shall arrange to hold a hearing within thirty (30) days and shall notify the local education agency of the date, time and place in writing.

If the time and date of the hearing would impose an unusual hardship upon the local educational agency, the agency may petition that the hearing be held at a time and date other than stated. Upon receipt of the petition, the Superintendent of Public Instruction shall arrange a new time and date and notify the local education agency in a timely manner. Only one such extension of time shall be granted.

- D. No later than ten (10) days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in (B) (1).
- E. The Superintendent of Public Instruction or designated staff shall reconsider action at the time, date and place contained in the notice. The Superintendent or designated staff shall:
 - 1. Regulate the course of the hearing;
 - 2. Receive evidence for and against the final action; and
 - 3. Make rulings upon any motions relevant to the final action.
- F. At the hearing, the local educational agency shall bear the burden for supporting its application. Subject to the power of the Superintendent of Public Instruction to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:
 - 1. Statement by the local education agency describing its application, the final action of the Superintendent of Public Instruction, the reasons for the action, and the reasons for which the local educational agency seeks reconsideration, followed by testimony and evidence, if any, in support of the reasons for reconsideration.
 - 2. Statement, testimony and evidence, if any, in support of the final action of the Superintendent of Public Instruction or designated staff; and
 - 3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency will be permitted.

Although local educational agencies should make the fullest presentation to the Superintendent of Public Instruction, or designated staff, strict adherence to trial-type procedures is not required, and an agency may make an informal presentation to the Superintendent or designated staff. It is suggested the presentations be relevant, clear and brief, and that the presentation of irrelevant or redundant materials be avoided.

- G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of his choice. Counsel may be an attorney-at-law. This does not obligate the Superintendent of Public Instruction to provide counsel or bear the expense of counsel for a person or party.

- H. After the hearing, the Superintendent of Public Instruction or designated staff shall consider the application and decide the matter based on the testimony, exhibits, and other materials filed with the Superintendent. The decision shall be in writing and shall include reasons or findings of fact and conclusions of law. Not later than ten (10) days following the decision, the Superintendent of Public Instruction or designated staff shall send the decision to the local educational agency.
- I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in the proceedings. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.
- J. If any local educational agency is dissatisfied with the final action of the Superintendent of Public Instruction or designated staff with respect to its application for grant of vocational education, the local educational agency may, within sixty (60) days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.

Vocational Education Under Contract

Any local educational agency which is operating under an approved local vocational education plan and which receives support under P.L. 94-482, may contract with any private postsecondary institution to carry out specific student training objectives. Before the local educational agency may enter into such contracts they must demonstrate that:

- A. The private postsecondary institution can provide:
 - 1. Substantially equivalent training at a lesser cost; or
 - 2. Training not available to students enrolled in the local public education agencies.
- B. The proposed contract is in accord with state and local law.
- C. The contract institution will meet the same standards as are required for the local education agency.

Any other agency, tribe or institution may submit a local plan for vocational education which may include a request for vocational education support under P.L. 94-482. All requirements for submission of a local plan as expressed in this State Plan must be met. However, in addition, the other agency, tribe or institution must demonstrate that:

- A. The institution can provide substantially equivalent training at a lesser cost, or that training is available in other public institutions within a reasonable geographic distance;

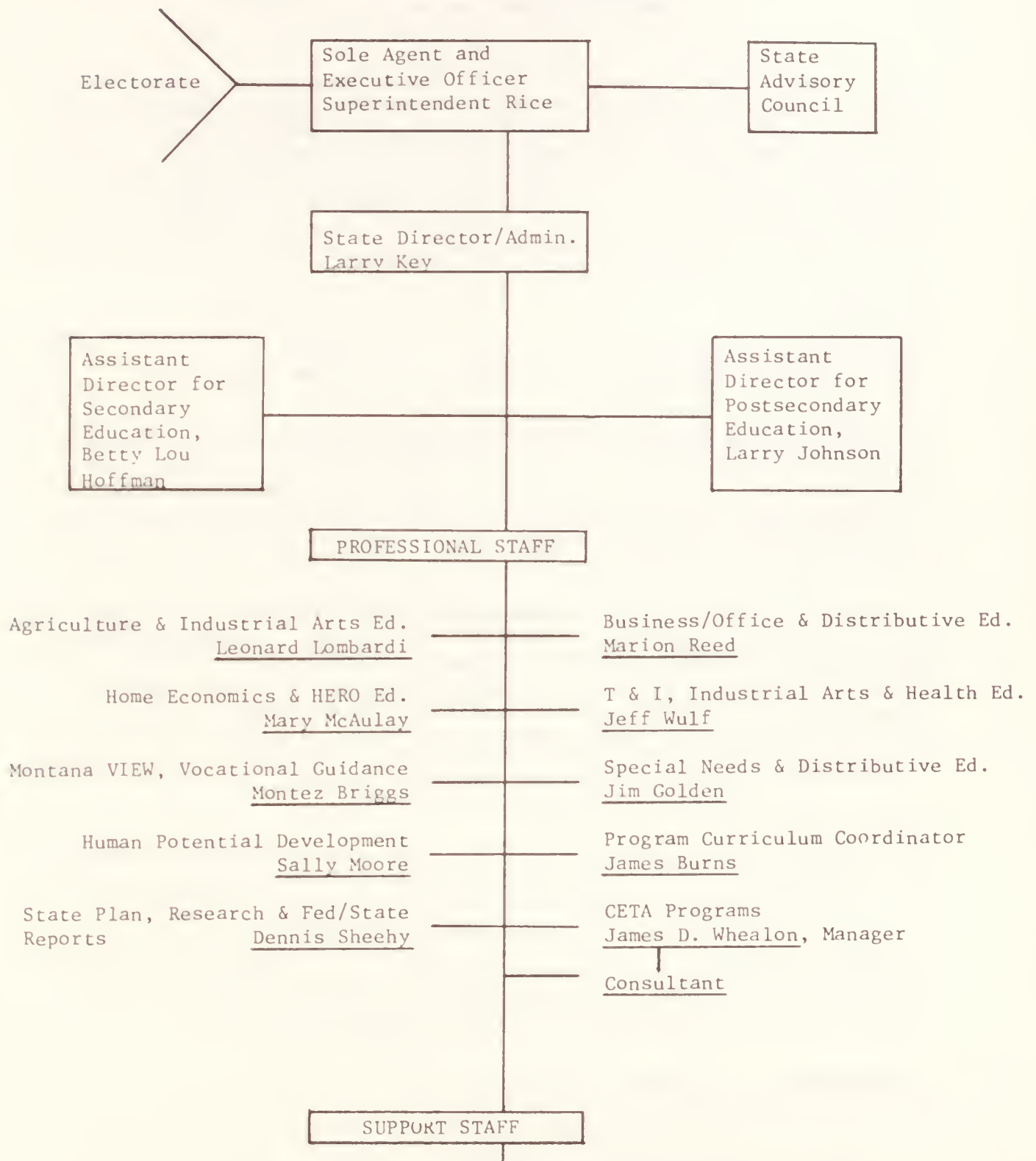
- B. The contracted institutions will be conducted as part of state vocational education programs, meet the same standards and constitute prudent use of funds; and
- C. Contract will be reviewed annually by the Vo Ed Staff of the Office of Public Instruction.

Policies and Administrative Procedures for Vocational Education

In January 1980 the Office of Public Instruction published a complete booklet of Guidelines for Vocational Education in Montana and made copies available to all interested parties. Also, in 1980 a complete list of Policies and State Administrative Procedures for Vocational Education in Montana was completed and made this list public information. A continued effort will be made by the State to inform all interested parties on the availability of Vocational Education in Montana.

ORGANIZATIONAL CHART

DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES



Helen Dunbar, Admin. Secretary
Arlette Egge, Secretary II
Fanny Gordon, Secretary II
Teresa A. Marr, Secretary II
Arlis Pfeffer, Admin. Assistant, CETA

INTRODUCTION TO FY 1980-82 PLAN FOR VOCATIONAL EDUCATION IN MONTANA

The FY 1980-82 State Plan is the major planning document prepared for vocational education in the state of Montana. To provide accurate data and projections, the expertise of many diverse groups and individuals is concentrated into this plan. It is important for the people, educators and administrators associated with Montana education to know the operation and impact of vocational education. The Three Year Plan is the major tool for achieving this recognition. It is the goal of the Office of Public Instruction to make the Three Year Plan a dynamic and efficient planning document.

PHILOSOPHY

The sole state agent is concerned with the development of the total person preparing for a multiplicity of roles in our contemporary society.

The sole state agent believes that the dignity of work should be emphasized in all aspects of vocational education and is concerned with providing education and training opportunities compatible with employment needs to individuals entering the employment community. Vocational education is also dedicated to serving students who wish to explore and to learn new skills for useful and gainful employment and persons who seek to upgrade their occupational competencies.

A goal of the sole state agent is to establish a system of vocational education which contributes to a relevant, coordinated, statewide program of basic quality education to meet the vocational needs of the people of Montana. The sole state agent recognizes and will seek to cooperate with other institutions which serve the vocational needs of our citizens. Further, the sole state agent will strive for participation of all Montana citizens in planning, implementing, monitoring, and evaluating the system.

STATE GOVERNANCE AND ADMINISTRATION

The organization chart which precedes this section outlines state governance and administration of vocational education in Montana. The Superintendent of Public Instruction is the governing agent and Executive Officer of Vocational Education as required by Section 75-7703 of the 1971 School Laws of Montana and Section (1), House Bill 634, (46th Montana Legislature) and the State Director is the State Administrator of Vocational Education in Montana as required by Section (2), House Bill 634 (46th Montana Legislature), and is appointed by the Superintendent of Public Instruction.

SUPERINTENDENT OF PUBLIC INSTRUCTION (Executive Officer)

Section (1) Section 20-7-301, MCA, is amended to read:

"Duties of the Superintendent of Public Instruction.

The Superintendent of Public Instruction shall be the governing agent and executive officer of the State of Montana for vocational education. The Superintendent of

Public Instruction shall adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the Superintendent of Public Instruction policies shall include:

- (1) a state plan for such development;
- (2) standards for vocational education courses and programs;
- (3) the minimum requirements for granting postsecondary vocational-technical certificates to students;
- (4) a review process for the establishment and deletion of programs;
- (5) the necessary qualifications that a postsecondary vocational-technical center director must possess;
- (6) instructor qualifications for vocational education courses and programs;
- (7) criteria for approval of vocational education courses and programs which are to receive financial assistance;
- (8) criteria for receiving, reviewing, and transmitting recommendations on postsecondary vocational-technical center operations and budget requests to the legislature;
- (9) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;
- (10) a basis for apportionment of all moneys received by the State of Montana for vocational education from the federal government in accordance with the acts of congress;
- (11) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities;

- (12) the tuition and fees to be charged to the postsecondary vocational-technical centers, based upon legislative appropriations available to the Superintendent of Public Instruction for postsecondary vocational-technical centers;
- (13) the allowable costs for rental of buildings for postsecondary vocational-technical center purposes;
- (14) guidelines for the authority delegated by the Superintendent of Public Instruction to the local school district board of trustees operating a postsecondary vocational-technical center; and
- (15) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education."

STATE DIRECTOR/ADMINISTRATOR

Section (2) House Bill 634, 46th Legislative Session:

Duties of the State Director/Administrator of Vocational Education.
There is a State Director/Administrator of Vocational Education appointed by the Superintendent of Public Instruction. He must:

- (a) administer the vocational education policies adopted by the Superintendent of Public Instruction;
- (b) prepare curriculum guides for Superintendent of Public Instruction's adoption;
- (c) employ, with the confirmation of the Superintendent of Public Instruction, the professional staff necessary for the state supervision and administration of vocational education;
- (d) report the status of vocational education in the state of Montana when requested by the Superintendent of Public Instruction;
- (e) keep all vocational education records in the director's office;
- (f) provide vocational education supervision and consultative assistance to districts;
- (g) provide a postsecondary vocational-technical center system policy and procedure handbooks for institutional operations that will standardize operations among the centers;
- (h) identify and direct the county treasurer in those counties where postsecondary vocational-technical centers are located to establish the necessary multi-fund structures for postsecondary vocational-technical center's financial operations;

- (i) meet with the chairmen of the board of trustees, district superintendents, and center directors each year to discuss recommended changes in the Superintendent of Public Instruction's policies and procedures;
- (j) formulate and put into effect uniform fiscal, student, staff, and program accounting systems for the post-secondary vocational-technical centers;
- (k) prepare any necessary reports for the Superintendent of Public Instruction or the legislature;
- (l) represent the postsecondary vocational-technical center system to state agencies, associations, and others when appropriate;
- (m) recommend a staffing pattern for the postsecondary vocational-technical centers;
- (n) provide for the evaluation of programs and services within each postsecondary vocational-technical center;
- (o) provide for evaluation of each postsecondary vocational-technical center's ability to meet employment and student vocational-technical education needs, and;
- (p) perform any other duty assigned by the Superintendent of Public Instruction (Section 20-7-301, MCA).

POSTSECONDARY VOCATIONAL TECHNICAL CENTERS

"Postsecondary vocational-technical centers shall be designated by the Superintendent of Public Instruction only upon direction of the legislature." The following schools are currently the only legislative-designated post-secondary vocational technical centers in Montana.

- 1. Billings Vocational-Technical Center
Billings, Montana
- 2. Butte Vocational-Technical Center
Butte, Montana
- 3. Great Falls Vocational-Technical Center
Great Falls, Montana
- 4. Helena Vocational-Technical Center
Helena, Montana
- 5. Missoula Vocational-Technical Center
Missoula, Montana

The postsecondary vocational-technical centers primarily attempt to prepare students for entry-level employment, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level.

APPRENTICESHIP PROGRAMS

Prior to 1977, the Office of Public Instruction was fiscally responsible for the apprenticeship programs offered throughout Montana. After the 1977 legislative session, the Office of Public Instruction funds were directed toward other postsecondary programs offered in the five post-secondary centers.

It is the intent of the Office of Public Instruction to ask for, if not sponsor, legislation to place the state apprenticeship programs back into the funding section of the Montana State Plan for Vocational Education.

The Office of Public Instruction very much supports the concept that industrial apprenticeship programs are an important part of the instruction and training section of vocational education and without a strong industrial apprenticeship program, complete and adequate vocational training would not be possible.

GUIDELINES FOR EMERGING AND EMERGENCY OCCUPATIONAL PROGRAMS

Definition: Emerging and Emergency Occupations Programs are defined as occupational training programs and related services offered as a direct response to a critical manpower shortage in a specific industry. This shortage may be the result of the emergence of a new occupational field, lack of sufficient training opportunities, acquisition of a new industry or a combination of these factors.

Eligibility: Only postsecondary educational institutions of the State of Montana offering less than a baccalaureate degree are eligible to participate in this program.

Requirements:

1. Eligibility: Any eligible L.E.A. desiring to participate in this program must submit a completed application to the Director of Vocational and Occupational Services, Office of Public Instruction, State Capitol, Helena, Montana 59601.
2. Application: Completed applications should be submitted by the 15th of either August, November, February or May. Completed application and grant awards will be approved on a quarterly basis as long as funds permit. Training would therefore start January, April, July or October.
3. Industry Initiated Programs: Programs proposed to be operated should be industry initiated as a direct response to a trained manpower shortage in a specific occupation.
4. Length of Program: Training programs requested may vary in length, with approval granted on an annual yearly basis. The length of time for which approval shall be granted is dependent upon meeting the manpower requirement of industry. Notification of L.E.A.'s application status will be made within three weeks.

5. Continuation of Programs: The intent of this program is to provide for short-term training or to meet emergency training needs. In instances where it proves desirable for a program to continue beyond the grant period, continuing approval and support must be the responsibility of the L.E.A.'s governing board or agency.
6. Matching Funds: Funds provided by the Office of Public Instruction for this program must be matched on a dollar for dollar basis. Local matching funds may represent real expenditures or an auditable in-kind match from the industry requesting the training.
7. Industry Employment Commitment: The intent of this program is to meet the employment manpower needs of industry. The industry requesting such training must be committed to employing a large percentage of graduates for this training program.

FUNDING FOR HANDICAPPED, DISADVANTAGED AND SECONDARY PROGRAMS OF VOCATIONAL EDUCATION

Federal funds designated by Public Law 94-482 for programs to meet the needs of disadvantaged and handicapped students will be distributed by individual program on the basis of need. Other special categories of funding, such as Section 130 - Supportive Services - and Section 140-Section 120 funds and all Section 150 funds will be assigned to vocational education programs established through a secondary local educational agency in Fiscal Years 1980-1982.

The process for distributing these funds is fully described on pages 13 through 30 of the General Application.

MANAGEMENT INFORMATION AND MANPOWER SYSTEM

During Fiscal Year 1979, emphasis was placed on developing fiscal management systems to insure timely and accurate information. Additionally, standardization at the state's five postsecondary vocational-technical centers received major emphasis.

During the period from 1980 to 1982 we hope to make significant and constructive advances in compiling management information. In July of 1980, the five postsecondary centers will be on the Statewide Budgeting and Accounting System; thus providing a standardized system for comparison and reporting. Another area of data collection involves V.E.D.S. Additional help has been contracted in this field to establish a computer system to report V.E.D.S. requirements. This project should be completed early in Fiscal Year 1981. A continuing effort is made by the Office of Public Instruction to update forms and in Fiscal Years 1980 and 1981 a major revision will be made in some reporting forms. It should also be noted that funds allocated under Section 102D, Planning and Evaluation, will be used to provide reports and personnel to assist management in decision making. One of the objectives associated with Planning and Evaluation will be the management and compilation of data.

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The Montana SOICC is a four-agency agreement entered into by Superintendent of Public Instruction, Employment Security Division, Governor's Employment and Training Council, and Department of Social Rehabilitation Services. This agreement was approved and money allocated by NOICC in Washington, D. C.

OTHER VOCATIONAL EDUCATION PROGRAMS

Other vocational education programs are held in units of the university system, community colleges, and through established divisions of the Department of Institutions. The Superintendent of Public Instruction assures that state and federal vocational education funds are utilized for instructional programs only in the above institutions.

EVALUATION

Evaluation of vocational education programs in Montana will be accomplished through three methods:

1. Annual program self-evaluations;
2. Formal on-site team evaluation of each vocational education program, at least one during the five year planning period; and
3. Periodic Office of Public Instruction vocational education consultant review of programs.

In the self-evaluation, program instructors will utilize a standardized self-evaluation instrument to complete their annual program evaluation. A self-evaluation instrument will be sent to each approved program in March 1980. Program instructors and administrators will be encouraged to utilize members of their advisory councils in their self-evaluations. One copy of the self-evaluation will be returned to the Office of Public Instruction for review by the vocational education program area consultants. These instruments will be maintained in the Office of Public Instruction record system.

During FY 1980, 1981, 1982 each vocational education program consultant will conduct program reviews on a selected number of programs in each vocational program area. Recommendations and noted areas of weaknesses submitted in individual program self-evaluations will receive emphasis during consultant evaluation.

A formal team evaluation will be conducted in twenty percent of the approved programs in FY 1980, FY 1981 and FY 1982. Some of the program evaluations will be conducted in coordination with the Northwest Accreditation Association. In each vocational evaluation, team members will consist of a representation from the following: Office of Public Instruction vocational education consultant, vocational education teacher educator, vocational education teacher from a similar program, local advisory committee member. In addition,

monitoring may occur by members from the State Advisory Council for Vocational Education and Legislative members. When members of the State Advisory Council participate in a team evaluation they will also work with local Advisory Committee members to assist them in their role.

The evaluation instrument will include evaluative criteria in each of the following areas: Administration and supervision, advisory committee, personnel, curriculum and instruction, program development and planning, instructional materials and supplies, equipment and space, program evaluation, student evaluation, public relations, youth organizations, cooperative work experience, placement and follow-up and elimination of sex role stereotyping.

During FY 1980, 1981, 1982 the State Advisory Council and the vocational staff in the Office of Public Instruction will work cooperatively in planning, coordinating and monitoring all evaluations. Final team evaluation reports will be shared by the State Advisory Council.

FISCAL MANAGEMENT

Fiscal Management and control will be further expanded by quarterly statistical project and federal fund status reports. A revised project numbering system was implemented in fiscal year 1980 to insure proper fiscal year and funding area for all projects. Computerized accounting data was expanded to reflect balances by funding area and expenditure code. We hope to continue to revise financial management data collection and implementation.

EVALUATION - EXEMPLARY AND INNOVATIVE PROJECTS

Exemplary and innovative projects will be examined for compliance quality and funding. Projects considered to be of high quality or impact will be submitted for extended funding if necessary. If a project is highly successful it is hoped that the L.E.A. will continue to support it if federal funds are not available. Federal funds for exemplary and innovative projects are generally considered available for the initial steps of project implementation. All projects in the exemplary area that do not receive evaluation visits on the routine schedule will receive an annual examination. Each project in the area will be judged on impact, effectiveness, need and financial considerations.

FISCAL YEAR 1980

ALLOCATION OF FEDERAL FUNDS BY PURPOSE

	Subpart 2 Instructional Programs	Subpart 3 Support Services	Total
¹ Disadvantaged (20%)	\$ 375,268	\$ 93,817	\$ 469,085
² LESA (per formula)	(4,690)	-	(4,690)
¹ Handicapped (10%)	187,634	46,909	234,543
¹ Postsecondary Centers (15%)	1,094,750	³ (18,578)	1,094,750
Sex Bias Requirement	50,000	-	50,000
State Administration (80/20)	163,578	40,895	204,473
Displaced Homemakers	20,092	-	20,092
Guidance Services	-	³ 93,817	93,817
Research	-	51,085	51,085
Exemplary	-	24,000	24,000
Curriculum	-	24,686	24,686
Teacher Training	-	78,895	78,895
Subtotal	\$ 1,891,322	\$ 454,104	\$ 2,345,426
Subpart 4 - Special Programs for the Disadvantaged			79,785
Subpart 5 - Consumer Homemaking			173,522
One-third to depressed areas (\$57,840)			
GRANT AWARD TOTAL			\$ 2,598,733
102 D - Planning and Evaluation			19,946
GRAND TOTAL			\$ 2,618,679

¹Disadvantaged, Handicapped and Postsecondary amount are based on Federal requirements for National Priority Programs.

²LESA allocations as required (Limited English Speaking Ability).

³\$18,578 will be allocated from subpart 3 Guidance Funds for use in the Postsecondary Centers.

FISCAL YEAR 1981

ALLOCATION OF FEDERAL FUNDS BY PURPOSE

	Subpart 2 Instructional Programs	Subpart 3 Support Services	Total
Disadvantaged (20%)	\$ 418,148	\$ 104,537	\$ 522,685
¹ LESA (per formula)	(6,272)	-	(6,272)
Handicapped (10%)	227,381	56,845	284,226
Community Colleges	200,000		200,000
Postsecondary Centers (15%)	1,113,328	-	1,113,328
Apprenticeship and Adult	120,000		120,000
Sex Bias Requirement	50,000	-	50,000
State Administration (80/20)	170,000	42,500	212,500
Displaced Homemakers	20,716	-	20,716
Guidance Services	-	104,537	104,537
Research	-	35,000	35,000
Exemplary	-	15,000	15,000
Curriculum	-	30,000	30,000
Teacher Training	<u>-</u>	<u>134,266</u>	<u>134,266</u>
Subtotal	\$ 2,319,573	\$ 522,685	\$ 2,842,258
Subpart 4 - Special Programs for the Disadvantaged			82,752
Subpart 5 - Consumer and Homemaking			179,973
(one third to depressed areas (\$59,991))			
102 D - Planning and Evaluation			<u>20,688</u>
GRANT AWARD			\$ 3,125,671

¹LESA allocation based on formula: 2,000 people 15-24 with LESA, total population of State 15-24 160,152, formula factor .012 = .012 x \$522,685 = \$6,272 (Data from Five Year Plan, ESD, SOICC). Funding for all areas is detailed in the Allocation Tables included in this Plan.

FISCAL YEAR 1982

ALLOCATION OF FEDERAL FUNDS BY PURPOSE

	Subpart 2 Instructional Programs	Subpart 3 Support Services	Total
Disadvantaged (20%)	\$ 418,148	\$ 104,537	\$ 522,685
¹ LESA (per formula)	(6,272)	-	(6,272)
Handicapped (10%)	227,381	56,845	284,226
Apprenticeship Programs	65,000	-	65,000
Postsecondary Centers (15%)	1,200,000	-	1,200,000
Emerging and Emergency Occup.	187,544	-	187,544
Sex Bias Requirement	50,000	-	50,000
State Administration (80/20)	170,000	42,500	212,500
Displaced Homemakers	1,500	-	1,500
Guidance Services	-	104,537	104,537
Research	-	61,783	61,783
Curriculum	-	18,712	18,712
Teacher Training	-	133,771	133,771
Subtotal	\$ 2,319,573	\$ 522,685	\$ 2,842,258
Subpart 4 - Special Programs for the Disadvantaged			82,752
Subpart 5 - Consumer and Homemaking			179,973
(one-third to depressed areas - \$59,991)			
	GRANT AWARD TOTAL		\$ 3,104,983
102D - Planning and Evaluation			20,688
	GRAND TOTAL		\$ 3,125,671

¹LESA allocation based on formula: 2,000 people 15-24 with LESA, total population of State 15-24, 160,152, formula factor - .012 = .012 x \$522,685 = \$6,272 (Data from Five Year Plan, ESD, SOICC). Funding for all areas is detailed in the Allocation Tables included in this Plan.

STATE ADMINISTRATION

1980

Federal Funding

Subpart 2 \$ 163,578

Subpart 3 40,895

Total Federal 204,473

State Funding

Appropriation \$ 188,102

Other Administrative Support 71,371

Total State 259,473

Total FY 80 204,473 259,473

463,946

*1981

Federal Funding

Subpart 2 170,000

Subpart 3 42,500

Total Federal 212,500

State Funding

Appropriation 199,858

Other Administrative Support 61,924

Total State 261,783

Total FY 81 212,500 261,782

474,482

*As of this date it is assumed that Fiscal Year 1982 allocations for administration will be similar to Fiscal Year 1981 depending on the amount of federal funding.

DEMOGRAPHIC DATA

INTRODUCTION TO DEMOGRAPHIC DATA

Population by County

The population of Montana has remained relatively stable in recent years with only a minimal pattern of population growth. Analysis indicates that the statewide population will increase at only 1½ to 2 percent each year during the next five (5) years. As in other areas of the nation, the trend is to an increased population at the expense of the rural areas. Currently, 33 percent of the state population is located in three (3) counties, and 54 percent of the state population is located in the seven (7) most populous counties. It is assumed the trend is to an increase in the urban population primarily as the result of in-migration of the younger segments of our rural population to the urban areas seeking jobs.

Percentage of General Unemployment by County

The unemployment rate for Montana averaged 5.5 - 6.5 percent during the previous fiscal year. Generally, the eastern, central and northern agricultural counties remained below the state average in unemployment. Counties experiencing unemployment rates above the state average tended to be in the western and southern counties which are dependent on the lumbering and mining industries.

Eligible Labor Surplus Areas

Areas designated as Labor Surplus within the state tend to follow the same pattern as the counties above the state average in unemployment. The continuing depressed market in the lumbering and metals industries in the western and southern counties is not expected to change drastically for several years. A further contributing factor in many of the designated counties is the presence of large Indian reservations with little opportunity for employment of tribal members. There appear to be discrepancies between areas of high general unemployment and areas designated as economically depressed. It should, therefore, be noted that areas of general unemployment are based solely on unemployment rates. Areas designated as Labor Surplus include unemployment as one factor, but include other additional economic factors in arriving at this designation.

Eligible labor surplus areas* as designated by the United States Department of Labor:

Deer Lodge County	Lincoln County
Flathead County	Mineral County
Glacier County	Ravalli County
Granite County	Sanders County
Jefferson County	Silver Bow County

*These labor surplus areas are eligible for preference from June 1, 1979 through May 31, 1980.

Dropout Rates

The dropout rate in Montana varies from a low of .0 in Carter and Treasure Counties to a high of 9.9 percent in Roosevelt County with a statewide average rate of 3.8%.

Potential Future Manpower Needs

An increase in the coal mining industry has the potential of altering some vocational education programs in Montana. Montana does, at this time, have the means to satisfy the demands of this industry for trained personnel in welding, truck driving, heavy equipment operation and other allied occupations.

The Department of Labor and Industry has assessed the situation as follows:

"Because of dwindling reserves in oil and gas products, coal is once again emerging as the potential supplier of our energy needs. In Montana, employment in this industry has grown from about 200 in 1972 to over 750 workers in 1976, a 275% increase in the four year period. At this time, the coal industry is expected to post a yearly employment average of 1100 to 1200 workers by 1985."

Vocational and technical education possibilities in the energy area will be monitored very closely for the next fiscal year and for several years to come.

Economically Depressed Areas

There are 12 areas within the State of Montana that are designated as economically depressed areas. The basis for this designation is a point rating based on the following factors:

1. Unemployment rate;
2. percentage of families below the poverty level in income;
3. area average taxable value per ANB;
4. district level of operational mill levies;
5. current and future job needs;
6. labor surplus areas;
7. areas receiving high percentage of State aid.

The areas that are designated as depressed are:

Mineral County	Lincoln County
Ravalli County	Lake County
Cascade County	Deer Lodge County
Glacier County	Blaine County
Carter County	Flathead County
Silver Bow County	Jefferson County

Economically depressed also includes consideration for labor surplus and needs for additional or continued vocational education.

Statistical sources:

Office of Public Instruction - Montana
Employment Security Division - Montana
U. S. Commerce Department
Department of Social and Rehabilitation Services - Montana

STATISTICAL POPULATION TO BE SERVED

The estimated total general population of Montana in 1977 is approximately 760,000, with an estimated growth rate of approximately $1\frac{1}{2}$ to 2 percent each year through 1982. Characteristics of the population include a male population of slightly under 50 percent and a female population of slightly over 50 percent. Negro, Spanish American, Indian and Oriental persons comprise 5.5 percent of the total population with the remaining 94.5 percent Caucasian. The urban population currently totals 53 percent and is projected to increase to over 55 percent of the population by 1982.

The population aged 16-25 in Montana numbers slightly above 12 percent of the total population of the state, with the age group 16-21 representing a disproportionately high percentage of this group. It is assumed that this 16-21 age group is predominantly furthering their education and gaining work experience within the state. 1970 census figures indicate that between the ages of 22 and 25 a high percentage of the group leaves the state for further training, employment, etc. The census also indicates, however, that within five years the population of the state regains a normal distribution pattern through return of these leavers, and normal in-migration from other states.

The special needs population of Montana is over 11 percent of the total population. The disadvantaged comprise over 63 percent of the special needs population with persons with handicapping conditions forming the remaining 37 percent of this group.

Secondary school enrollments for grades 9-12 represent 7.5 percent of the total population of the state. This figure is expected to peak in fiscal years 1978 and 1980 and will decrease in 1979 and 1981, to a low point of 54,000 in fiscal year 1982.

Postsecondary enrollments currently comprise 4.5 percent of the total population of Montana. This figure is expected to remain relatively steady during the five year planning period, with little growth in either vocational-technical center or college enrollments.

TABLE I
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
1. General Population Total						
Population ¹	760,513	771,377	782,396	793,573	804,909	816,407
Male	377,195	382,583	388,048	393,591	399,214	404,916
Female	383,318	388,794	394,348	399,982	405,695	411,591
Negro	2,183	2,214	2,245	2,278	2,310	2,343
Spanish						
American	8,441	8,562	8,684	8,808	8,934	9,062
Indian	29,713	30,137	31,314	32,538	33,809	35,130
Oriental	1,202	1,210	1,220	1,231	1,245	1,258
Other	718,974	687,131	738,933	748,718	758,611	768,614
Urban	403,071	408,830	418,582	428,529	438,675	449,024
Rural	357,442	362,547	363,814	365,044	366,234	367,383
2. Population ¹ Age 16-25						
Total Population Age 16-25	94,177	95,522	96,887	98,271	99,675	101,099
Male	46,712	47,379	48,056	48,743	49,439	50,145
Female	46,465	48,143	48,831	49,528	50,236	50,954
Negro	270	275	279	284	293	302
Spanish						
American	1,045	1,059	1,075	1,090	1,106	1,122
Indian	3,679	3,731	3,785	3,839	3,888	3,936
Oriental	149	151	153	155	158	160
Other	89,034	90,306	91,595	92,903	94,230	95,579
3. Special Needs ¹ Population						
Total Special Needs Population	84,776	86,032	86,824	87,531	88,295	89,201
Disadvantaged	53,497	54,188	54,921	55,402	55,960	56,611
Handicapped	31,279	31,500	31,903	32,129	32,335	32,590
Bilingual/ Limited English- speaking	Not Available	1,341	1,000	1,000	1,000	1,000

TABLE I (Continued)
STATISTICAL POPULATION TO BE SERVED

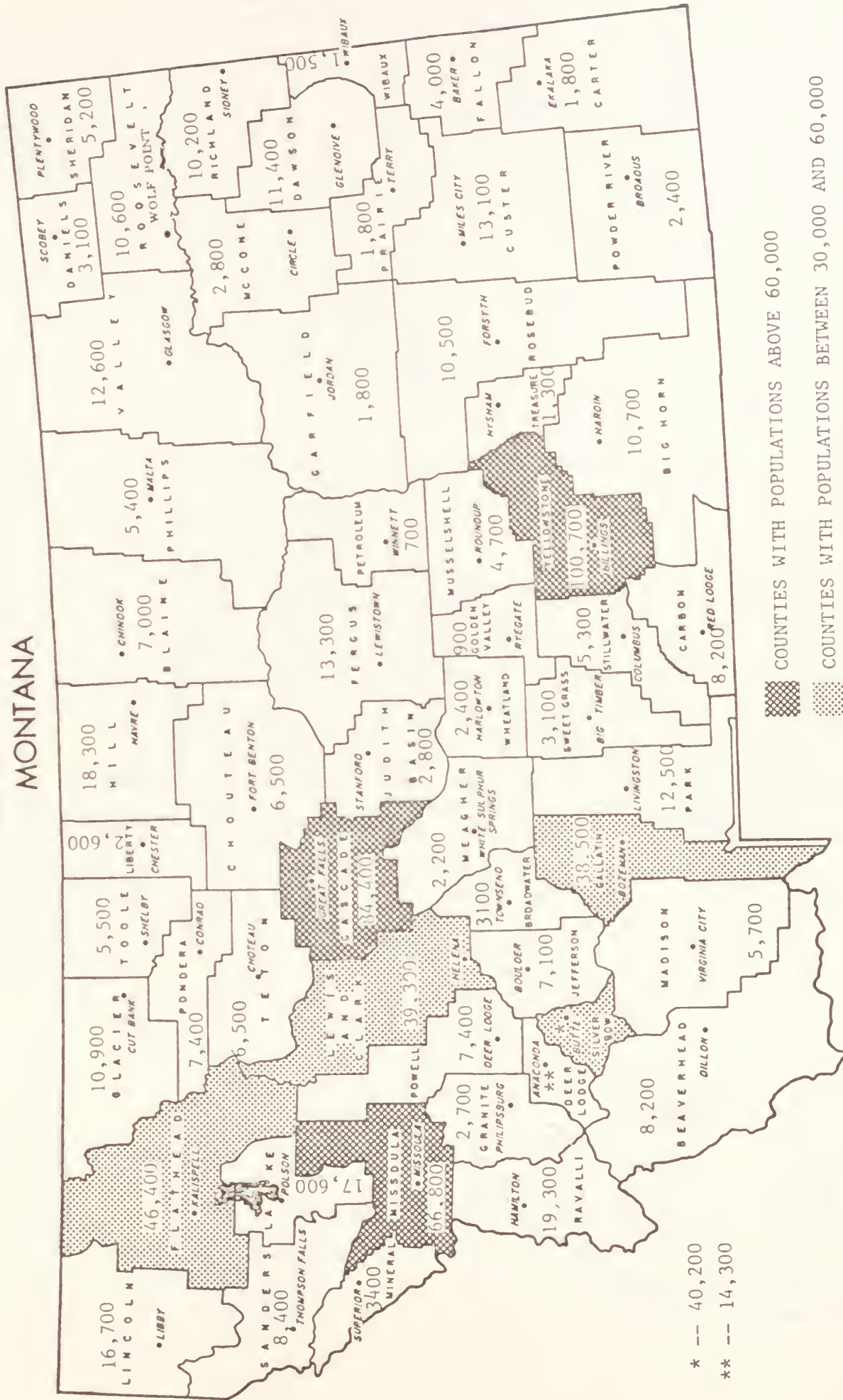
Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
4. Secondary School Enrollment ²						
Total Secondary Enrollment	56,896	57,709	56,533	57,369	56,217	54,077
Male	29,122	29,538	28,957	29,385	28,819	28,059
Female	27,774	28,171	27,567	27,984	27,389	26,018
Negro	163	166	168	170	173	175
Spanish						
American	632	641	450	559	568	578
Indian	2,223	2,255	2,187	2,120	2,053	2,086
Oriental	90	91	92	93	95	97
Other	53,788	54,556	54,036	54,727	53,528	51,441
5. Postsecondary School Enrollment ³						
Total Post- secondary School Enrollment	33,829	34,312	34,802	35,300	35,804	36,315
Male	19,283	19,558	19,810	20,083	20,366	20,615
Female	14,546	14,754	14,992	15,217	15,438	15,700
Negro	97	98	100	101	103	105
Spanish						
American	375	380	386	391	397	403
Indian	1,321	1,340	1,359	1,378	1,398	1,418
Oriental	53	54	55	55	56	57
Other	31,983	32,440	32,902	33,375	33,850	34,331

¹Montana Data Book, Montana Department of Planning and Economic Development. 1975.

²Montana Public School Enrollment Data, Office of Public Instruction, 1976.

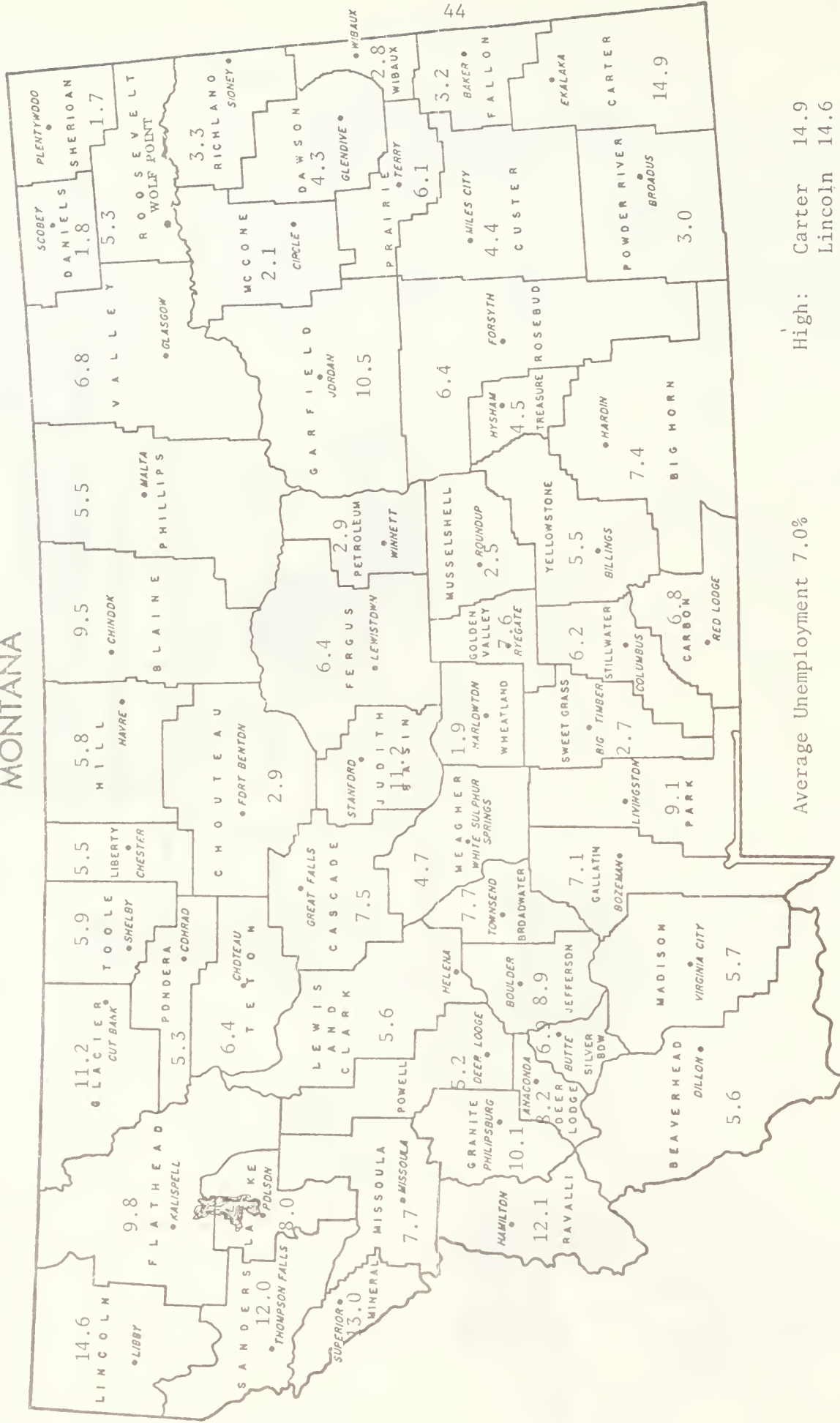
³Commissioner of Higher Education's, and Office of Public Instruction's, enrollment reports, 1976.

MONTANA



GENERAL UNEMPLOYMENT BY COUNTY

MONTANA



High:

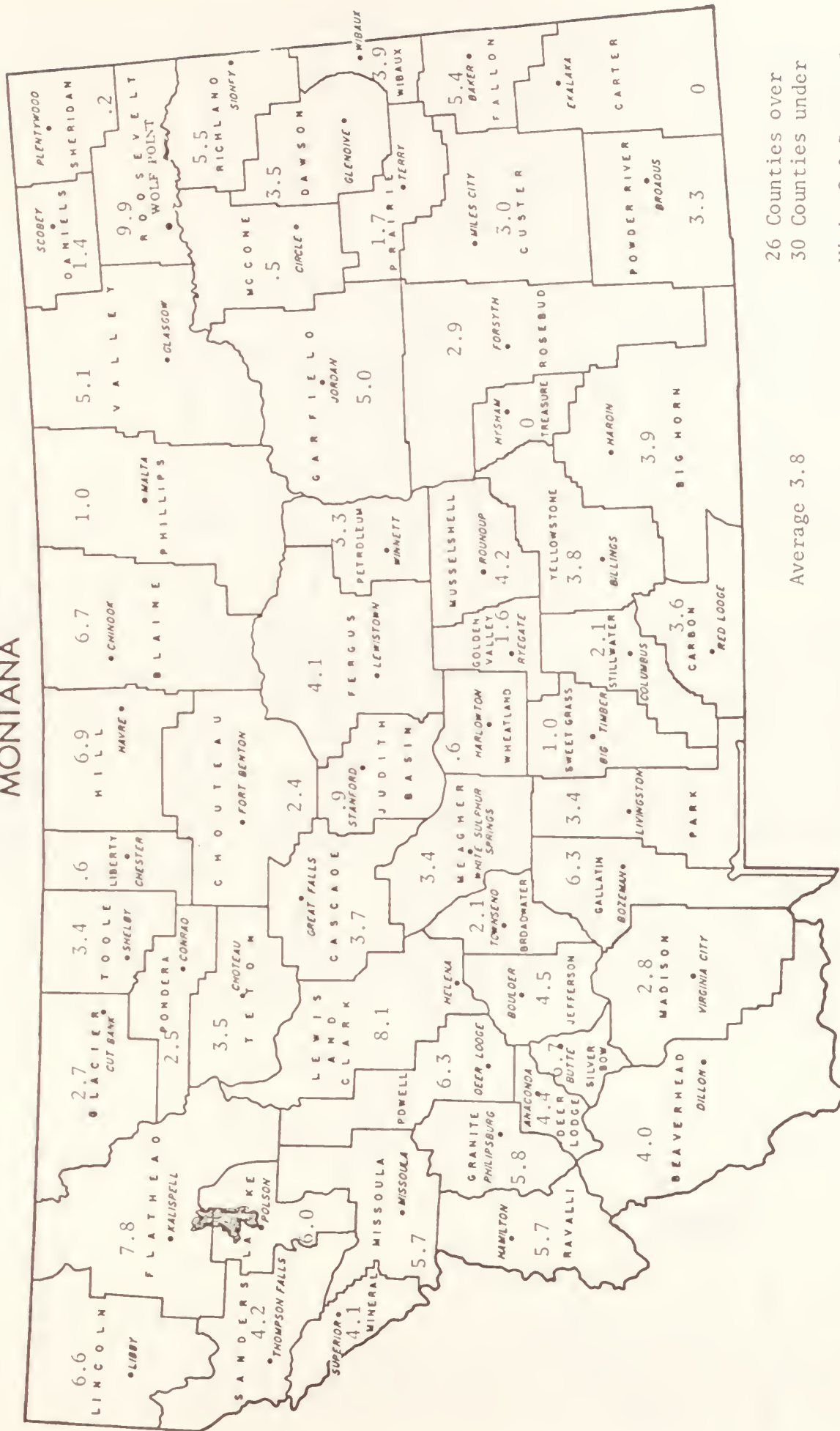
Carter 14.9
 Lincoln 14.6
 Mineral 13.0
 Ravalli 12.1
 Sanders 12.0
 Judith B 11.2
 Glacier 11.2
 Garfield 10.5

Average Unemployment 7.0%

No. 1052 — County Outline Map
 STATE PUBLISHING COMPANY
 Helena

State of Montana
 Employment Security Division
 Montana Employment and Labor Force, February 1980

MONTANA



26 Counties over
30 Counties under

Average 3.8

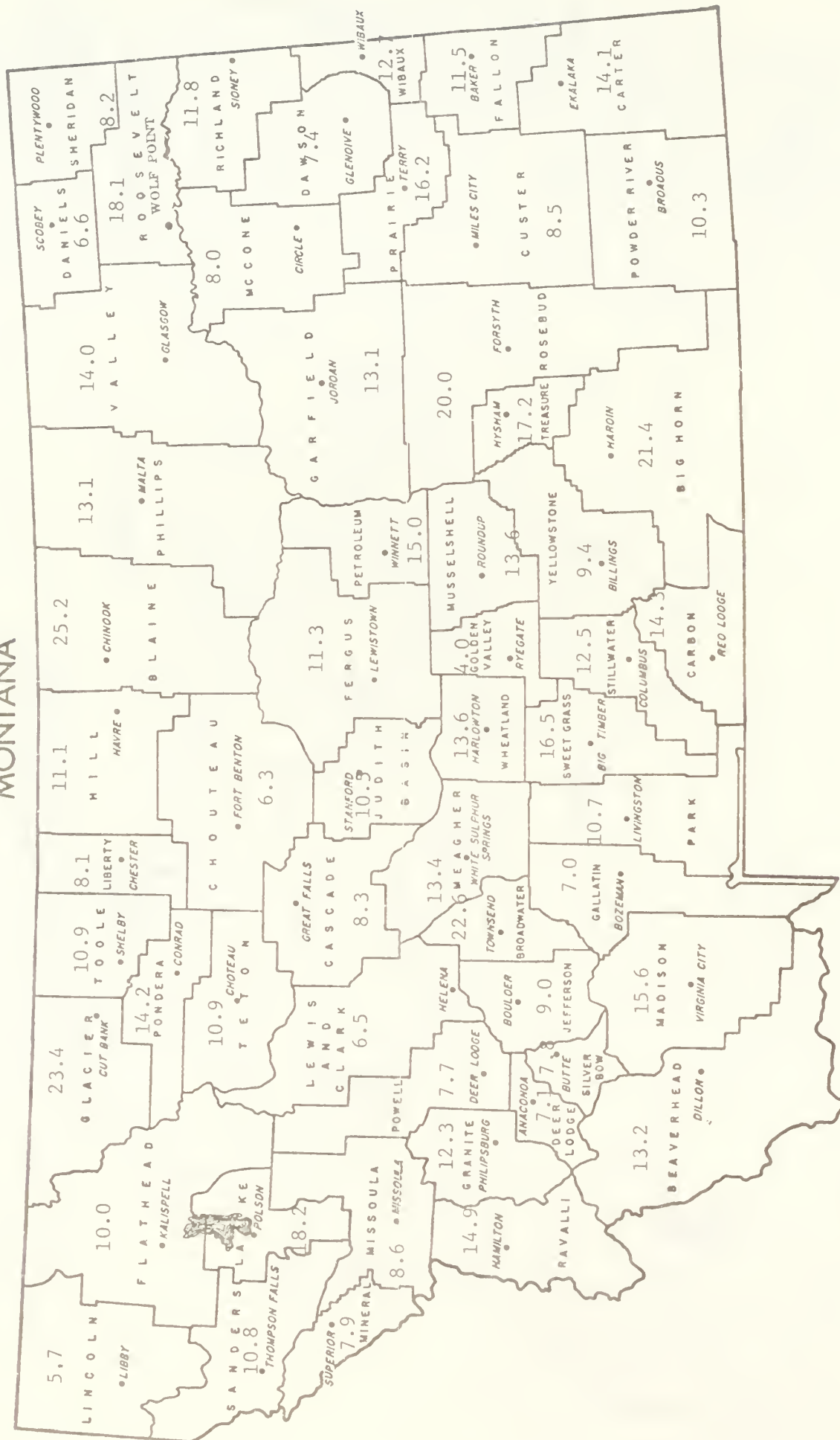
High	9.9 Roosevelt
	8.1 Lewis & Clark
	7.8 Flathead
Low	0 Carter
	0 Treasury
	.2 Sheridan

Montana Public School Enrollment Data
Oct 1979 Office of Public Instruction

No. 1052 — County Outline Map
STATE PUBLISHING COMPANY
Helena

PERCENT OF FAMILIES BY COUNTY WITH
INCOME BELOW POVERTY LEVEL

MONTANA



CONSOLIDATION OF MONTANA DEMOGRAPHIC DATA

County	General Population	General Unemployment	Dropout Rate	Percent of Families with Income below Poverty Level	Taxable Value Per ANB	Operational Mills 79-80	Labor Surplus	Depressed Area
Beaverhead	8,200	5.6%	4.0%	13.2	27,624	48.730		
Big Horn	10,700	7.4%	3.9%	21.4	88,785	26.746		*
Blaine	7,000	9.5%	6.7%	25.2	26,541	40.432		
Broadwater	3,100	7.7%	2.1%	22.6	27,897	42.900		
Carbon	8,200	6.8%	3.6%	14.3	41,819	51.675		*
Carter	1,800	14.9%	0	14.1	65,349	47.830		*
Cascade	84,400	7.5%	3.7%	8.3	16,196	64.390		*
Chouteau	6,500	2.9%	2.4%	6.3	53,501	51.820		
Custer	13,100	4.4%	3.0%	8.5	21,931	60.690		
Daniels	3,100	1.8%	1.4%	6.6	30,988	62.276		
Dawson	11,400	4.3%	3.5%	7.4	26,063	63.230		*
Deer Lodge	14,300	8.2%	4.4%	7.1	17,437	88.210	*	
Fallon	4,000	3.2%	5.4%	11.5	107,847	32.360		
Fergus	13,300	6.4%	4.1%	11.3	31,296	46.226		
Flathead	46,400	9.8%	7.8%	10.0	16,975	52.576	*	*
Gallatin	38,500	7.1%	6.3%	7.0	25,165	59.456		
Garfield	1,800	10.5%	5.0%	13.1	50,432	44.710		*
Glacier	10,900	11.2%	2.7%	23.4	34,331	39.480	*	
Golden Valley	900	7.6%	1.6%	4.0	60,676	48.815		
Granite	2,700	10.1%	5.8%	12.3	24,108	42.545	*	
Hill	18,300	5.8%	6.9%	11.9	32,059	57.231	*	*
Jefferson	7,100	8.9%	4.5%	9.0	19,766	56.060	*	
Judith Basin	2,800	11.2%	.9%	10.5	39,690	52.116		*
Lake	17,600	8.0%	6.0%	18.2	12,517	44.150		*
Lewis & Clark	39,300	5.6%	8.1%	6.5	29,312	54.200		
Liberty	2,600	5.5%	.6%	8.1	45,756	47.250		*
Lincoln	16,700	14.6%	6.6%	5.7	13,414	52.000	*	
Madison	5,700	5.7%	2.8%	8.0	36,658	48.482		
McCone	2,800	2.1%	.5%	15.6	46,334	43.750		
Meagher	2,200	4.7%	3.4%	13.4	32,387	42.530		*
Mineral	3,400	13.0%	4.1%	7.9	14,872	76.700	*	
Missoula	66,800	7.7%	5.7%	8.6	22,101	60.480		

CONSOLIDATION OF MONTANA DEMOGRAPHIC DATA

County	General Population	General Unemployment	Dropout Rate	Percent of Families with Income below Poverty Level	Taxable Value Per ANB	Operational Mills 79-80	Labor Surplus	Depressed Area
Musselshell	4,700	2.5%	4.2%	13.6	145,734	35.220		
Park	12,500	9.1%	3.4%	10.7	18,821	49.955		
Petroleum	700	2.9%	3.3%	15.0	47,206	41.730		
Phillips	5,400	5.5%	1.0%	13.1	30,246	49.228		
Pondera	7,400	5.3%	2.5%	14.2	36,907	41.670		
Powder River	2,400	3.0%	3.3%	10.3	359,606	24.040		
Powell	7,400	5.2%	6.3%	7.7	19,824	30.910		
Prairie	1,800	6.1%	1.7%	16.2	37,382	43.850	*	
Ravalli	19,300	12.1%	5.7%	14.9	14,187	46.886	*	*
Richland	10,200	3.3%	5.5%	11.8	45,388	38.956		
Roosevelt	10,600	5.3%	9.9%	18.1	28,226	51.596		
Rosebud	10,500	6.4%	2.9%	20.0	131,512	36.656		
Sanders	8,400	12.0%	4.2%	10.8	30,956	44.202	*	
Sheridan	5,200	1.7%	.2%	8.2	44,036	46.932		
Silver Bow	40,200	6.9%	6.7%	7.8	20,257	62.800	*	*
Stillwater	5,300	6.2%	2.1%	12.5	30,013	50.674		
Sweet Grass	3,100	2.7%	1.0%	16.5	30,875	50.420		
Teton	6,500	6.4%	3.5%	10.9	30,932	48.392		
Toole	5,500	5.9%	3.4%	10.9	53,391	43.785		
Treasure	1,300	4.5%	0	17.2	38,867	34.530		
Valley	12,600	6.8%	5.1%	14.0	26,425	59.626		
Wheatland	2,400	1.9%	.6%	12.6	31,802	63.040		
Wibaux	1,500	2.8%	3.9%	12.7	63,367	33.450		
Yellowstone	100,700	5.5%	3.8%	9.4	29,465	53.035		
State Average		7.0%	3.8%	12.1	25,140	54.759		
High		14.9%	9.9%	25.2	359,606	88.210		
Low		1.7%	0	4.0	12,517	24.040		

CURRENT AND FUTURE JOB NEEDS

INTRODUCTION TO CURRENT AND FUTURE JOB NEEDS

The information which follows indicates the current level of employment in the major occupational areas in which vocational education training programs are now being conducted. It compares expansion and replacement needs with the projected supply of trained persons from vocational education programs as well as from other sources for the planning period fiscal years 80-82.

Current employment and expansion/replacement need projections were primarily obtained from the Employment Security Division of the Montana Department of Labor and Industry. Projections as to supply of trainees to meet expansion needs were based on enrollment figures submitted to the Office of Public Instruction from secondary schools and postsecondary vocational-technical centers. Other Sector supply figures are from Community Colleges, Northern Montana College and other training agencies.

A majority of the data included has been supplied by the Employment Security Division of the Department of Labor and Industry. It appears from this data that certain vocational education programs are either in a condition of over- or under-supply. However, many discrepancies exist in the data and the Employment Security Division is currently developing a new system in order to provide more reliable data on which programmatic decisions may be based.

Each vocational education program area consultant estimated the percentage of secondary and postsecondary enrollees who would be available for work and developed the following formulas to determine the projected supply of trainees. The "available for work" figures indicate the number of completers estimated to be actually entering the labor force, rather than going on to school, entering the military, etc.

The following projections are based on actual enrollments in vocational programs during past years:

AGRICULTURE EDUCATION:

Secondary -- 20% of secondary considered seniors.

(Vocational Agriculture programs are offered during all four years at the secondary level with a slightly smaller percentage of senior students enrolled.)

50% of the 20% considered available for work
(balance on to further training programs)

Postsecondary -- 50% of postsecondary in second year of two-year training programs

90% of completers considered available for work

DISTRIBUTIVE EDUCATION:

Secondary -- 25% of the secondary considered available for work
(Distributive education programs are primarily offered to
junior and senior level students with 50% of seniors
considered available for work)

Postsecondary -- 40% of postsecondary students considered
available for work.
(Programs are primarily two years in length with 80% of
program completers considered available)

HEALTH OCCUPATIONS EDUCATION:

Secondary -- 50% of secondary considered available for work
(Health Occupations programs are primarily offered to senior
level students with approximately 50% considered available)

Postsecondary -- 50% of postsecondary students considered available
for work from two year programs and 100% of postsecondary
students considered available from one year programs.

WAGE EARNING HOME ECONOMICS

Secondary -- 50% of secondary considered seniors and available for
work after completion.

Postsecondary -- 90% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

BUSINESS AND OFFICE EDUCATION

Secondary -- 48% of secondary considered seniors and available for
work.

Postsecondary -- 61% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

TECHNICAL EDUCATION

Postsecondary -- 50% are considered to be in their second year of
two-year training programs and to be available for work after
completion.

TRADE AND INDUSTRIAL EDUCATION

Secondary -- 10% of secondary students considered available due
to the high level of skills required for job entry.

Postsecondary -- 40% of postsecondary students considered
available
(Programs are primarily two years in length with 80%
of program completers considered available.)

MONTANA
EMPLOYMENT BY OCCUPATION
1976-1985

Total annual average job openings in Montana are estimated at 23,700 over the study period. Openings due to growth consist of 48% or 11,400 of the total; thus for every 100 new jobs created by industry growth there will be about 104 openings due to separations. Montana's total employment from 1976 through 1985 is projected to increase at an average annual rate of 3.6% which compares to 2.9% for the U.S. Percentages of self-employed unpaid family workers and farm workers appear to remain relatively unchanged during the 1976-1985 period. Nonagricultural wage and salary workers will make up the bulk of the growth. Nonagricultural wage and salary employment increase for the past four years were as follows: 1976-12,900, 1977-16,600, 1978-12,600 and 1979-4,600.

The four-year average of 11,600 is not strictly comparable to the projected 1976-1985 annual average of 11,400, but indicates the growth is occurring as estimated.

In grouping occupations into type of worker, the white-collar workers trend dominates the relative increase in employment. Employment of service workers is also growing at a significant rate. The rapid growth of white-collar and service workers reflects a technically oriented economy and the continued expansion of service producing industries which employ a large number of these workers. Blue-collar workers experienced a decline in relative distribution from 1960 to 1970, but the current expansion in energy related industries has been a major reason for blue-collar employment growth to become as strong as the other two groups. The farm sector of occupations has been experiencing a decline in the number employed, but the 1976-1985 period anticipates stabilization in employment.

Since the other type of workers will continue to increase, farmers and farm workers relative distribution will still continue to decline each year.

PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS

Professional occupations deal with theoretical or practical aspects of such fields as science, engineering, technical work, art, education, medicine, law, and business relations. Most of these occupations require substantial educational preparation, usually at the university level. Technical positions require knowledge of scientific, engineering, mathematical, computer programming, and draft design principles acquired by training through technical institutions, junior colleges, post-high school courses, on-the-job training or experience.

PROFESSIONAL, TECHNICAL AND KINDRED WORKERS

The number of job openings in this group is projected to increase at an annual average of 3,300 with 54% of those jobs being expansion positions. These jobs should account for 13.9% of total job openings through 1985. The annual average growth rate for professional, technical and kindred workers is 3.8%.

The occupation with the highest job needs in this group is elementary school teachers; however, in recent years there has been a state-wide surplus of people with teaching degrees. Other professional, technical and kindred occupations with relatively large job needs are professional nurse, secondary school teachers, accountants and clergy.

MANAGERS AND OFFICIALS

The managers and officials occupational group includes persons concerned with policy making, planning, organizing, staffing, directing and/or controlling activities that are common to many types of organizations as well as activities that require a knowledge of management and operation of a given organization. Employers increasingly require beginning managers to have a college degree. A bachelor's degree in business administration with a major in accounting, economics, or finance is desired by some employers. Other firms seek applicants having technical training in engineering, science, or mathematics. Still others train liberal arts graduates on the job. Advancement to a high-level management job often occurs after several years of progressively more responsible work experience.

Employment in this group will increase by 14,120 from 1976 through 1985, which amounts to an annual average of 3.8%. The number of jobs opening each year is estimated at 3,400 with 46% coming from openings due to growth. The average growth rate for managers and officials is 3.8%.

The occupation in this group with the highest job needs is bank and financial manager with 232 openings yearly. Because managers are employed in a broad range of settings, it is difficult to pinpoint specific occupations that will be in demand; therefore, a relatively high number of yearly job openings (1,891) are found in the classification of all other managers.

SALES WORKERS

Included in this major occupational group are occupations which are concerned with selling goods and/or services. The minimum educational requirements for sales careers vary widely. Some sales positions require no formal education, others specify a college degree in a technical or scientific field. Even for routine sales jobs, however, a high school diploma is an asset for the beginner. Training for some sales jobs, such as those in retail stores, is usually received on the job. Some persons combine on-the-job training with home study or courses offered by manufacturers or local educational institutions.

Sales workers represent the smallest number of yearly employment openings, (1,270), and the lowest annual growth rate, (3.4%), for white-collar workers. Also, the expansion jobs involve only 45% of the annual openings, which is the lowest expansion portion of all the major occupational groups.

The job with the highest projected needs is other sales workers with 882 openings yearly through 1985, which is a 69% total of the sales workers. The next highest job needs occur in real estate agents.

CLERICAL WORKERS

Included in this occupational group are clerical personnel whose work involves preparing, transcribing, transferring, systematizing, and preserving communications and records; collating accounts; and distributing information. Also, included are clerical workers involved in planning, coordinating or expediting production and the flow of work and workers involved in the clerical aspects of receiving, storing, issuing or shipping of materials, merchandise, supplies, or equipment. All but the most routine clerical positions require graduation from high school. Most employers regard instruction in business subjects as a particularly good qualification.

Employment in this occupation group is projected to increase at an annual average rate of 4.5%. The number of yearly openings amount to 3,780 with 53% being expansion jobs.

From this group, the occupation with the highest annual job needs are secretaries with 870 openings yearly. Other occupations with high demands are bookkeepers, miscellaneous clerical workers, and teachers aides.

CRAFTS AND KINDRED WORKERS

This group of skilled workers include those involved in construction, metal-working, printing, transportation, public utilities, and other crafts and kindred work. Also included are mechanics, repairers, and installers. A large portion of the workers learn their trades informally on the job or through planned apprenticeship training. Others learn a skilled trade in vocational, trade, or technical schools. Training and experience in the Armed Forces may be an asset in many of these jobs. A high school education is always helpful and is required by some employers. Also, a high degree of aptitude is most desirable.

Openings due to growth comprise 59% of the 3,060 yearly average openings for this group. Employment in this group is projected to increase 4.6% yearly from 1976 through 1985.

Occupations with high demand include carpenters, electricians, plumbers, auto mechanics, and heavy equipment mechanics.

OPERATIVES

This group of workers is classified as semiskilled. Most of them may operate some type of machinery, equipment, or tool in performing their jobs while others perform tasks requiring use of the hands only. These workers ordinarily receive only brief on-the-job training. The simplest repetitive and routine semiskilled jobs can be learned in a day and mastered in a week. Even those jobs that require a higher degree of skill can be learned in a few months. The ability to learn new jobs quickly, however, is an important qualification for semiskilled workers.

Although employment in this category is expected to increase by 8,940 between 1976 and 1985, the average rate of increase of 3.1% is the lowest of the occupation groups except for farmers. The number of annual job openings is projected at 1,830 yearly for the 1976-1985 period, with 54% of the jobs being expansion positions.

The occupation with the highest demand from this group is truck drivers. Also high in demand are welders, garage workers, mine operatives, sawyers, delivery and route workers.

LABORERS, EXCEPT FARM

These workers are found in practically all types of nonagricultural industries. For example, they may be in construction, in handling freight and materials, in collecting garbage, in gardening, in cutting timber, in filling orders, in stocking merchandise, or in assisting in the trades.

Much of the work that nonfarm laborers perform involves tasks that require little special training. Brief instruction and a few hours of on-the-job training usually are sufficient preparation for a job as a nonfarm laborer.

Laborers, the smallest occupational group, is projected to have one of the smaller increases in the annual average employment rates at 3.2%. Also, the number of yearly openings will be a low 950 jobs which will be 48% openings due to growth.

Some labor occupations with relatively high demand are construction laborer, freight and material handlers, groundkeeper, and stock handlers.

SERVICE WORKERS

The occupational group - service workers - include workers concerned with: Cleaning and/or serving food and beverages; performing services that require either direct contact or close association with the individual; or the protection of individuals, or of public or private property. Training and skill requirements differ greatly among the various service occupations. Some must have a college degree, some need specialized vocational training, and others gave no specific educational requirements for entry, although a high school diploma is always an advantage.

Service workers are the largest major occupational group and has a wide variety of jobs and skills. Employment in this category will increase 4.7% each year for the 1976-1985 period. Openings due to growth comprise 48% of the 4,580 yearly openings.

The occupation with the highest demand from this group is cooks with 613 yearly openings. Other high demand jobs are cleaners and janitors, waiters, child care workers, nurses aides and orderlies, and bartenders.

FARMERS AND FARM WORKERS

The declining employment of this occupational group will experience a stabilization in the 1976-1985 period. Some farm laborers jobs will be lost due to declining openings but an equal number of farm manager positions will be created by expansion.

INDUSTRY EMPLOYMENT 1985

The forecast employment in 1985 of 417,482 represents a thirty-two percent increase in the number of jobs over the 1976 employment figure of 314,841. To facilitate accurate forecasting and comparison it is necessary to classify industries by service or goods producing. Goods producing deals with goods produced for consumption and includes the following major divisions: Agriculture, mining, manufacturing, and contract construction. Service producing include the major divisions of: Trade, services, government, transportation, communications and public utilities, and finance, insurance and real estate.

By 1985, both goods and service producing industries will grow by substantial amounts, twenty-four percent for goods and thirty-six percent for service. The service segment will be approximately two and one-half times larger than the goods producing. Although Montana is considered a resource state, most Montana jobs are in the service area. The growth in goods producing jobs should cause a larger growth in service jobs due to the increased demand for services created by those employed in goods producing.

AGRICULTURE, FORESTRY, AND FISHERIES

Agricultural employment shows little growth but indicates a leveling-off of the decline experienced in the sixties. This area remains Montana's largest export industry and provided employment for 39,754 in 1976 and projected 39,838 in 1985. Opportunities for employment will be replacement rather than expansion related. Environmental decisions will to some degree effect opportunities in the forestry and fishery areas, but no substantial growth is expected.

MINING

Energy development at Montana's coal, gas, and oil resources will add a significant number of jobs in this area. As increased pressure to become energy self-sufficient is felt so should jobs increase as is seen in a three-hundred-twenty percent increase in coal and a sixty-five percent increase in oil and gas. The current import-related slow downs in the metallic mining industry seems to have leveled off. Mining has been important in both the political and industrial development of Montana, and will remain so and even have some influence on national politics with regards to energy. Employment levels in 1976 were estimated at 6,630 and showed a significant increase of sixty-two percent to 10,710 by 1985.

CONTRACT CONSTRUCTION

The demand for new housing and energy related large scale projects such as Colstrip #3 and #4 will keep employment opportunities in this area expanding. Construction employment is subject to extreme seasonal fluctuations so it may vary greatly throughout the year. Employment is projected to be 34,722 by 1985, a fifty percent increase over the 1976 figure at 23,136.

MANUFACTURING

Manufacturing represents a small percent of total employment and shows a moderate growth at twenty-two percent from 1976 to 1985. The majority of manufacturing employment is in lumber and woods, food products, and primary metals. The thirty-one percent growth in lumber and woods can be directly related to demand for housing. Foreign competition will still affect primary metals but it will show some gains over 1976 figures. Durable goods will account for 20,489 and non-durable 9,922 by 1985.

TRANSPORTATION, COMMUNICATIONS, AND PUBLIC UTILITIES

All areas in this division will experience growth during this time. Transportation shows growth in railroads and local transit. As petroleum costs rise the importance of mass transit and rail shipping will increase and employment will likewise increase. The sixty-nine percent increase in communications and public utilities will add about 5,800 jobs in this area. The greatest single cause can be attributed to energy development.

WHOLESALE AND RETAIL TRADE

An increase of 25,000 workers should occur in wholesale and retail trade, Montana's second largest division. Wholesale accounts for seventeen percent and will experience a twenty-eight percent increase between 1976 and 1985. Retail is eighty-three percent and will grow thirty-four percent in this time. Eating and drinking establishments, auto dealers, gas stations, and general merchandise will employ the largest portions of this industry. Employment opportunities should remain high in this area.

FINANCE, INSURANCE, AND REAL ESTATE

This industry is influenced mostly by population and the effect of population growth is readily seen in the forty-five percent increase experienced in finance, insurance, and real estate. This will account for an increase of 5,500 new jobs.

SERVICES

Montana's largest division will provide jobs for 130,008 workers in 1985. This forty percent increase adds 37,045 jobs to the 1974 level. The industries in this sector are hotels and lodging, personal services, business services, auto repair, entertainment, medical, legal, educational, museums, nonprofit and miscellaneous services. Growth will be experienced in all segments at this division. Increased population growth and greater social demand will be the cause for this growth.

PUBLIC ADMINISTRATION

This division accounts for only those jobs which cannot be classified in any other industrial classification. It is expected to grow twenty-seven percent to 22,625 jobs by 1985. The majority of this growth will be at the state and local level.

CODE		AVERAGE		ANNUAL JOB OPENINGS 1980-1982	TOTAL VO-ED ENROLLMENT			AVAILABLE FOR WORK FROM VO-ED		AVAILABLE FROM OTHER SOURCES AVERAGE 1980-1982 ¹	
		EMPLOYMENT			1980	1981	1982	1980	1981		1982
		1980	- 1982								
01.0000	AGRICULTURAL EDUCATION										
01.0100	Agric. Production	32,100	32,070	1,590	3,500	3,552	3,641	356	360	369	47
01.0200	Agric. Supplies & Service	300	260	0	0	0	0	0	0	0	12
01.0300	Agricultural Mechanics	930	1,340	80	571	518	545	72	67	70	25
01.0500	Ornamental Horticulture	1,140	1,540	150	0	0	0	0	0	0	0
01.0700	Forestry	2,180	2,240	40	133	134	135	35	35	35	46
01.9900	Other	490	610	30	0	0	0	0	0	0	0
04.0000	DISTRIBUTIVE EDUCATION										
04.0100	Advertising	1,490	2,060	120	0	0	0	0	0	0	0
04.0200 ²	Apparel & Accessories	N/A	N/A	N/A	0	0	0	0	0	0	0
04.0400	Finance and Credit	2,260	3,750	250	0	0	0	0	0	0	1
04.0600 ²	Food Distributing	2,350	3,140	130	0	0	0	0	0	0	7
04.0700 ²	Food Services	2,700	3,570	210	0	0	0	0	0	0	54
04.0800	General Merchandising	6,210	8,930	520	1,607	1,617	1,642	415	418	414	12
04.0900 ²	Hardware, Bldg. Materials	N/A	N/A	N/A	0	0	0	0	0	0	27
04.1100 ²	Hotel & Lodging	9,190	11,040	750	0	0	0	0	0	0	29
04.1500	Personal Service	2,500	2,790	160	0	0	0	0	0	0	7
07.0000	HEALTH OCCUPATIONS										
07.0101	Dental Assistant	470	900	70	68	68	68	34	34	34	0
07.0102	Dental Hygienist	30	70	0	0	0	0	0	0	0	1
07.0203	Medical Lab. Aide	1,060	1,440	70	0	0	0	0	0	0	0
07.0301 ²	Nurse Assoc. Degree	2,940	4,200	270	0	0	0	0	0	0	65
07.0302 ²	Practical Nurse	1,380	2,270	180	363	363	363	181	181	181	50
07.0303 ²	Nurse Assistant	3,900	5,650	370	53	53	53	26	26	26	155
07.0305	Surgical Technician	N/A	N/A	N/A	33	33	33	16	16	16	0
07.0402 ²	Physical Therapy Aide	10	10	0	0	0	0	0	0	0	0
07.0903 ²	Inhal. Therapy	540	880	60	40	40	40	20	20	20	0
07.0904	Medical Assistant	670	1,200	90	0	0	0	0	0	0	0
07.0907	Medical Emergency Tech.	N/A	N/A	N/A	0	0	0	0	0	0	15
07.9900	Ward Clk/Med. Records Tech.	N/A	N/A	N/A	0	0	0	0	0	0	0
09.0200	WAGE EARNING HOME ECONOMICS										
09.0201	Care & Guidance of Children	3,700	5,170	400	154	154	157	77	77	78	0
09.0202	Clothing Management Prod.	660	760	60	119	119	119	60	60	60	0
09.0203	Food Management	530	650	40	317	319	327	204	205	209	25
09.0299	Other (HERO) Multi-Occup.	N/A	N/A	N/A	126	125	127	63	62	63	0

OE CODE		AVERAGE EMPLOYMENT		AVERAGE ANNUAL JOB OPENINGS 1980-1982	TOTAL VO-ED ENROLLMENT			AVAILABLE FOR WORK FROM VO-ED			AVAILABLE FROM OTHER SOURCES AVERAGE 1980-1982		
		1980	- 1982		1980	1981	1982	1980	1981	1982			
OFFICE OCCUPATIONS													
14.0000 ²	Accounting & Comp.	8,650	11,300	640	319	319	319	194	194	194	92		
14.0100 ²	Business Data Processing	960	990	0	198	198	198	121	121	121	47		
14.0201 ²	General Office Clerical	5,460	9,290	650	1,251	1,261	1,314	648	653	678	47		
14.0300 ²	Steno, Secr. & Related	10,090	14,830	950	1,338	1,352	1,403	695	702	726	345		
14.0700 ²	Typing	2,440	3,020	140	0	0	0	0	0	0	170		
14.0900	Other-Post. Sec. Business;												
14.9900	Reprographics & Para Legal	N/A	N/A	N/A	0	0	0	0	0	0	2		
TECHNICAL EDUCATION													
16.0000	Civil Technician	N/A	N/A	N/A	18	18	18	9	9	9	10		
16.0106	Electrical Technician	320	420	10	52	52	52	26	26	26	4		
16.0107	Electro-Mechanical	N/A	N/A	N/A	39	39	39	20	20	20	0		
16.0109	Commercial Pilot	200	310	20	0	0	0	0	0	0	N/A		
16.0601 ²	Energy Technician	240	220	0	0	0	0	0	0	0	0		
16.0699 ²													
60													
TRADES AND INDUSTRY													
17.0000	Air Conditioning	340	600	40	60	60	60	24	24	24	0		
17.0100	Appliance Repair	530	870	60	77	79	80	8	8	8	11		
17.0200	Body and Fender	790	1,000	50	158	158	160	45	45	45	68		
17.0301 ²	Mechanics-Auto	5,090	6,290	280	1,513	1,532	1,579	226	228	233	130		
17.0302 ²	Air Frame/Power Plant Main.	140	180	10	73	73	73	29	29	29	3		
17.0400	Commercial Art Occup.	590	760	40	0	0	0	0	0	0	0		
17.0700	Photography	490	660	40	0	0	0	0	0	0	0		
17.0900 ²	Carpentry	5,770	8,770	580	813	822	844	131	132	134	207		
17.1001 ²	Electricity	1,850	2,880	170	60	60	60	24	24	24	120		
17.1002 ²	Heavy Equipment Operation	4,260	6,580	380	35	35	35	14	14	14	0		
17.1003 ²	Diesel Mechanic	450	580	20	143	143	143	57	57	57	19		
17.1200	Drafting	690	1,010	50	480	484	496	67	67	68	4		
17.1300	Electronics Occup.	410	550	20	338	343	352	41	42	43	10		
17.1500	Graphic Arts	760	740	20	214	214	214	21	21	22	2		
17.1900	Watch & Precision												
17.2102	Instrument Repair	130	140	10	16	16	16	6	6	6	0		
17.2302 ²	Machine Shop	710	980	50	384	426	441	50	54	55	0		
17.2306 ²	Welding & Cutting	1,720	2,440	120	733	745	762	143	144	146	2		
17.2700	Plastics Occupations	N/A	N/A	N/A							0		
17.2900	Quality Food Occupations	16,340	23,300	1,480							0		
17.3100	Small Engine Repair	N/A	N/A	N/A	249	252	263	41	42	43	6		
17.9900	Other	N/A	N/A	N/A	232	232	232	31	31	31	0		

³ OTHER CODES not included in Employment Security Division statistics and number available for work.

14.0203	PROGRAMMERS	1980	1981	1982
	Vo Ed Enrollment	<u>37</u>	<u>37</u>	<u>37</u>
	Available for work	23	23	23
14.0600	EDUCATION ASSISTANT			
	Vo Ed Enrollment	10	10	10
	Available for Work	6	6	6
17.9900	OTHER/VARIOUS			
	Vo Ed Enrollment	154	154	159
	Available for Work	28	28	29
99.0400	INDUSTRIAL ARTS PROGRAMS			
	Vo Ed enrollment	662	840	883

Available for work is not available at this time. Current data does not include placement in this area.

¹ Average of work force available from other courses include Community College programs, University System programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary programs, CETA, WIN and CEP.

² Areas for consideration for new and emerging needs where employment opportunities are projected to be good over the next two years.

³ Problems related to over and under training in selected areas result from a lack of standardization of occupational code information. Over the next two years an effort will be made to provide a base for code comparison as they relate to SOICC, CETA, ESD and Vocational Education. Until a complete and reliable system can be developed, the data available will be used.

MONTANA

ANNUAL STATEWIDE LABOR FORCE REPORT FOR 1979

U.S. Department of Labor
Employment and Training Administration

	(In Thousands)												ANN.
	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	AVG.
CIVILIAN LABOR FORCE - PERSONS ^{1/}	348.8	347.9	353.2	363.5	372.0	390.6	390.6	391.5	380.8	371.1	365.5	364.3	370.0
EMPLOYED PERSONS	320.8	323.2	330.7	343.3	355.3	373.4	372.4	376.0	367.5	357.3	349.8	345.3	351.0
Persons Employed in Agriculture	21.3	23.2	27.8	34.2	35.3	40.2	43.0	46.0	35.9	30.5	26.2	22.6	32.2
UNEMPLOYED PERSONS	28.0	24.7	22.5	20.2	16.7	20.2	18.2	15.5	13.3	13.8	15.7	19.0	19.0
Percent of Labor Force, Unadjusted ^{2/}	8.0	7.1	6.4	5.6	4.5	5.2	4.7	4.0	3.5	3.7	4.3	5.2	5.1
Percent of Labor Force, Seasonally Adjusted ^{2/}	6.4	5.7	5.3	5.5	5.2	5.0	5.1	4.7	4.6	4.7	4.6	4.9	5.1
MANUFACTURING AND SERVICE JOBS - Establishment Data ^{3/}													
MANUFACTURING	269.9	268.5	271.1	277.4	285.2	294.2	291.3	293.8	296.6	292.5	290.1	288.7	284.9
Durable Goods	25.9	27.1	25.9	25.6	26.0	27.4	28.1	28.2	27.5	27.4	27.1	26.4	26.9
Non-durable Goods	17.0	18.1	17.1	16.8	17.2	18.4	18.8	18.9	18.3	18.0	17.7	16.9	17.8
33 Primary Metal Industries	10.9	11.7	10.5	10.2	10.3	11.3	11.6	11.6	11.1	11.0	10.7	10.1	10.9
Other Durable Goods	3.1	3.3	3.2	3.2	3.2	3.3	3.5	3.5	3.3	3.3	3.3	3.1	3.3
Non-durable Goods	3.0	3.1	3.3	3.5	3.7	3.8	3.8	3.9	3.6	3.7	3.7	3.7	3.6
37 Printing and Publishing	4.8	9.0	8.8	8.8	8.9	9.1	9.1	9.1	9.2	9.4	9.4	9.5	9.1
39 Petroleum and Coal Products	5.1	4.1	3.9	3.8	3.8	3.8	3.8	4.1	4.0	4.4	4.5	4.4	4.1
Other Non-durable Goods	2.3	2.3	2.3	2.3	2.4	2.4	2.4	2.3	2.3	2.3	2.4	2.3	2.3
39 Petroleum and Coal Products	1.0	1.0	1.0	1.0	1.0	1.1	1.1	1.2	1.2	1.2	1.1	1.1	1.1
Other Non-durable Goods	1.5	1.5	1.6	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.5	1.6	1.6
MINING	7.0	7.1	7.1	7.1	7.4	7.8	7.8	7.9	7.9	7.9	8.0	7.9	7.6
10 Metal Mining	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
13 Coal Mining, Oil, Quarrying, Non-Metal Mining	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
14 Oil and Gas Extraction	3.0	3.0	3.1	3.1	3.2	3.5	3.5	3.5	3.5	3.5	3.6	3.6	3.3
CONSTRUCTION	11.8	12.8	12.8	13.9	15.8	18.0	18.2	18.2	17.9	17.5	15.9	14.5	15.3
15 General Building Contractors	4.1	4.2	4.3	4.3	5.5	6.7	6.7	6.3	6.7	6.0	5.5	5.2	5.4
16 Heavy Construction Contractors	2.7	2.4	2.5	3.3	4.1	5.0	5.1	5.0	4.7	4.8	4.0	3.4	3.9
17 Special Trade Contractors	4.4	4.5	5.0	5.6	6.3	6.8	6.9	6.9	7.0	6.8	6.4	5.9	6.0
TRANSPORTATION AND PUBLIC UTILITIES	21.6	21.8	22.0	22.1	23.1	23.7	24.1	24.3	24.6	24.0	23.6	23.2	23.2
40 Railroad Transportation	6.7	6.9	6.9	7.0	7.5	7.9	7.9	8.0	8.1	7.8	7.6	7.1	7.4
41-47 Transportation, except Railroad	6.6	6.5	6.5	6.4	6.8	6.9	6.8	6.9	7.1	6.9	6.9	7.0	6.8
48-49 Electric, Gas, Sanitary Services	8.5	8.5	8.6	8.7	8.9	9.0	9.4	9.4	9.4	9.3	9.2	9.1	9.0
RETAIL TRADE	69.9	69.1	70.4	72.6	74.4	76.7	76.9	78.0	78.0	75.6	76.1	76.5	74.5
52 General Trade	16.2	16.1	16.8	17.1	17.5	18.2	18.0	17.8	17.8	17.6	17.8	17.8	17.4
53 Retail Trade	53.6	53.0	53.6	55.5	56.9	58.6	59.0	60.2	60.2	58.0	58.3	58.7	57.1
53456 General Merchandise, Apparel, Accessories	8.7	8.2	8.2	8.3	8.4	8.5	8.6	8.6	8.6	8.6	8.6	8.6	8.6
54 Food Stores	7.7	7.7	7.8	7.8	7.7	8.1	8.1	8.1	7.9	7.9	8.1	7.9	7.8
55 Automotive Dealers, Service Stations	8.6	8.5	8.6	8.8	8.9	9.1	9.1	9.2	9.1	9.0	9.0	9.0	8.9
58 Eating and Drinking Places	18.1	18.2	18.9	18.9	20.8	21.7	22.0	22.8	22.8	21.7	20.9	20.8	20.7
59, 60, 61-63, 64, 65, Farm Equip., Furn., Misc.	10.6	10.5	10.7	10.7	11.7	11.7	11.7	11.7	11.4	11.3	11.3	11.7	11.1
FINANCE, INSURANCE AND REAL ESTATE	12.3	12.2	12.4	12.5	12.6	13.0	13.0	13.1	13.0	12.9	12.9	12.9	12.7
SERVICES	51.7	51.8	52.4	53.9	54.6	56.7	57.0	56.7	56.6	55.0	54.5	55.1	54.7
70 Hotels and other Lodging Places	5.9	5.8	5.9	6.1	6.3	7.7	8.1	8.2	7.6	6.4	6.0	6.3	6.7
71 Personal Services	2.4	2.4	2.5	2.6	2.6	2.6	2.6	2.6	2.6	2.5	2.5	2.6	2.5
80 Medical and other Health Services	17.1	17.0	17.1	17.4	17.4	17.7	17.8	17.8	17.8	17.5	17.6	17.9	17.5
Other Services	26.2	26.6	26.9	27.8	28.3	28.7	28.7	28.7	28.5	28.5	28.4	28.4	27.9
GOVERNMENT	60.3	60.6	60.0	70.0	71.2	70.9	66.8	67.1	71.1	72.2	72.1	72.2	70.1
91 Federal Government	17.0	17.4	17.4	17.7	18.5	18.1	15.7	15.3	18.7	18.8	18.1	17.0	18.3
92 State Colleges and Universities	8.5	8.4	8.4	8.4	8.5	8.5	8.4	8.4	7.9	8.2	8.3	8.2	7.8
93 Other State Government	11.0	10.9	11.0	10.7	10.7	11.0	11.1	11.2	11.3	10.4	10.4	10.6	10.9
94 Local Government	23.8	24.0	24.2	24.5	24.4	21.3	17.0	17.6	22.2	25.5	26.4	26.4	23.1
95 Other Local Government	13.4	12.9	12.9	13.7	14.7	17.0	17.0	17.0	16.0	15.4	14.9	15.0	14.9

1/ Estimate based on National Household Sample, Census and Other Relationships, includes nonagricultural self-employed, unpaid family, and domestic workers.
 2/ Computed from whole (unrounded) numbers.
 3/ 1972 Standard Industrial Classification. Produced in cooperation with the U.S. Bureau of Labor Statistics, by Research and Analysis, Employment Security Division, Helena, Montana.
 Revised to 1979 Benchmarks.

ANNUAL GOALS, VOCATIONAL EDUCATION PROGRAMS

Note: Funding levels for program areas and enrollment estimates are included in the Allocation Tables.

ANNUAL BOARD, VOCATIONAL EDUCATION PROGRAM

For the purpose of the annual board, the following are the subjects for the annual board:

INTRODUCTION TO 1980-1982 GOALS FOR VOCATIONAL EDUCATION PROGRAM AREAS

Each of the following sections consists of a narrative description of planning efforts including the rationale for goals that were set, and a projection of three year activity.

Sections represent the training programs within a vocational area currently being conducted in Montana. Vocational program areas are identified as Agriculture Education, Distributive Education, Health Occupations Education, Technical Education, Trade and Industrial Education and Consumer and Homemaking Education.

The projected funding status and enrollments are included in the secondary and postsecondary allocation tables in the Funding Allocation section of this plan.

STUDENT ORGANIZATIONS

The Superintendent of Public Instruction authorizes the use of funds under its basic grant to support activities of vocational education student organizations which are described in its approved five year plan and annual program plan and which are:

- (1) An integral part of the vocational instruction offered.
- (2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents; and
- (3) Available to all students in the instructional program without regard to membership in any student organization.

An integral part of vocational instruction includes:

- (1) Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment in a career requiring other than a baccalaureate or higher degree; or
- (2) Field or laboratory work incident to the vocational training; or
- (3) Development and acquisition of instructional materials, supplies, and equipment for instructional services.

An integral part of vocational instruction does not include:

- (1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;

- (2) Purchase of supplies, jackets, and other effects for students' personal ownership;
- (3) Cost of non-instructional activities such as athletic, social, or recreational events;
- (4) Printing and disseminating non-instructional newsletters;
- (5) Purchase of awards for recognition of students, advisors, and other individuals; or
- (6) Payment of membership dues.

COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The Cooperative Vocational Education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

COOPERATIVE VOCATIONAL EDUCATION FUNDING

Cooperative programs will be funded on the same basis as regular vocational programs during fiscal years 1980-1982. Twenty percent of all approved programs will be evaluated during fiscal year 1980, 20% in FY 81 and 20% in FY 82, to comply with federal requirements.

The Superintendent of Public Instruction, in review of local applications, shall give priority for funding cooperative vocational education programs to local educational agencies in areas of high rates of school dropouts or youth employment.

Programs in Cooperative Vocational Education will receive funding from state and local sources during the three-year planning period based on need, availability of funds and participation of local employers.

During the current planning period cooperative programs in Montana will receive no federal funding. The priorities established in regard to the allocation of federal funds has eliminated payments of federal monies to regular secondary projects. Twenty-eight projects at the secondary level were considered cooperative and all were supported by state and local funding. Projects that were cooperative in 1980 are indicated by a (c) after the USOE code number on the fund allocation tables for secondary projects on pages 124-140 of this plan. State funds associated with these projects are not used for matching requirements of federal funds although federal requirements for project quality are met.

WORK STUDY

In establishing funding priorities for Montana's Five Year Plan for Vocational Education, it was determined that continued funding of work study programs would not constitute the most prudent or effective use of vocational education funds. This determination remains in effect for Fiscal Years 1980-82, but is subject to annual review by the Superintendent of Public Instruction.

AGRICULTURE EDUCATION

Program Description

Vocational Agriculture programs will continue to be offered during fiscal years 1980-1982 at the secondary, postsecondary and adult levels to provide students with entry level and/or advanced technical skills related to agriculture/agribusiness occupations.

Vocational Agriculture is typically offered in grades 9 through 12 at the secondary level, and in two-year programs at the postsecondary level.

The majority of Vocational Agriculture programs are in the taxonomy of agriculture production, although programs are also offered in the taxonomies of agricultural supplies, mechanization, products, resources, horticulture and forestry.

Sex Fairness

Progress will continue to be made within the area of sex fairness. Although there are no agricultural programs in Montana which limit student access based on sex, information has been collected to determine the level of participation by females in traditionally male dominant classes and male dominant FFA.

Evaluation will continue to reveal programs which need improvement in sex equity in relation to facilities, teaching methods and student motivating factors.

Advisory Council Involvement

LEA's which conduct an approved vo-ag program are required to establish a local advisory committee.

The local advisory committee advises the school district about current job needs and the relevance of the program being offered. The advisory committee may also assist the LEA in preparing its project proposal. At the postsecondary level advisory committees also assist in job placement.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in agricultural education throughout Montana. This is particularly true in schools where vo-ag offers the only shop-related program.

Coordination with Employment Programs

Since the majority of vocational agriculture departments are located

in communities which do not have a Job Service Office, vocational agriculture teachers and advisory councils have job placement responsibilities. Traditionally, vocational agriculture teachers have been involved in job placement for supervised occupational experience programs and for permanent employment of graduating seniors. In the majority of the rural communities, farmers and ranchers continue to contact vocational agriculture teachers when they are seeking employees.

Vocational agriculture teachers who teach in cities served by the Job Service usually cooperate with them in finding agriculture-related employment for completers.

Future Farmers of America (FFA)

Future Farmers of America at the secondary level is an integral part of the Vocational Agriculture program and provides additional opportunities for students to develop career supportive competencies, leadership skills, and civic and personal responsibilities.

FFA provides the opportunity for students to participate in competitive activities which are designed to motivate student achievement. By applying what is taught in Vocational Agriculture, FFA members may compete in public speaking, parliamentary procedure, livestock and crop selection, and many other areas. This competition occurs at the local, district, state and national levels. In addition, FFA members individually and collectively will be involved in many other worthwhile activities which promote cooperation and good citizenship. Some of these activities will include community service projects, soil and water conservation, county fairs, assisting charities and the needy, and community beautification projects.

Leadership development is stressed at all levels of FFA and several activities will be conducted at the state level to supplement the instructional programs at the local level. A joint Montana-Wyoming state officer leadership seminar will be conducted. Leadership skills learned by ten Montana state officers will be shared with chapter officers in a series of eight district leadership schools to be conducted at eight locations around Montana. In turn, chapter officers will provide training for their local membership.

A state FFA leadership conference will be conducted annually which will involve approximately 600 members. FFA membership in fiscal year 1980-82 is expected to stabilize at about 2100 at the secondary level and 50 at the collegiate chapter at Montana State University. Efforts will continue to be made to increase membership and participation of the Montana FFA Alumni Association which was founded in 1972.

Goals and Objectives FY 1980-82

1. On-site evaluations will be conducted in 20 percent of the secondary vocational agriculture programs annually. The evaluation will be conducted with the cooperation of the MACVE and local advisory committees.
2. Since the supply of Vocational Agriculture completers is not meeting the current manpower needs, at least one new program will be started annually at the secondary level. Additional programs will be implemented as funding becomes available.
3. A state system for student follow-up is currently being developed. Following pilot testing of this system, a follow-up program will be adopted and vocational agriculture programs will begin to supply follow-up data.
4. To maintain the membership in FFA at about 2100 members.
5. To increase the female enrollment in vocational agriculture, teachers will be provided with resources for evaluation of curriculum and instructional materials, classroom strategies, and activities to make teachers and students aware of the behaviors and attitudes that perpetuate sex role stereotyping and develop barriers to individual career choices.

BUSINESS AND OFFICE EDUCATION

Program Description

The primary purpose of Business and Office Education is to provide instruction in business-related courses and experiences that will enhance opportunities for students seeking employment in the business community. It is also the purpose of Business and Office Education to provide adequate instruction for initial employment and to upgrade presently employed persons for advancement in jobs that facilitate the function of the office.

Some of the elements that relate to quality programs in Business and Office Education are:

- instructors' competencies
- advisory committees
- student organizations
- adequate facilities
- up-to-date modern equipment
- vocational objectives
- effective guidance and counseling

Eighty-three secondary business and office programs are presently being funded. In order for a secondary program to be considered an approved vocational business and office program it must contain at least the basic business core (typing, accounting, shorthand, and other related courses). It must then be completed or capped with a course that integrates all the skills learned in the basic core.

The "capstone" course (integrated skills course) is the only part of the program that is considered for funding. The three classes that are usually approved as capstone courses are: Secretarial Office Practice, Clerical Office Practice, and Simulated Model Office. In some instances other titles are approved if they meet the criteria for a capstone course.

The instruction in the Capstone course must include the following (not limited to): Office functions, records management, communication and basic language skills, production typing, machine transcription, receptionist and telephone training, business machines and math, human relations, and job search techniques. Other desirable units of instruction might include keypunch training and the concepts involved in word and data processing. A two-hour block of time for the capstone course is encouraged, but not required.

Postsecondary business and office programs are offered at all five of the vocational technical centers as well as the community colleges. The training at these schools covers a wide variety of fields including book-keeping, accounting, business data processing, general clerical, stenographer, secretarial and related typing, and key punch. Successful adult programs, although not funded at present with vocational earmarked monies, are offered in many schools across the state.

There are presently business teacher education programs at Montana State University, University of Montana, Northern Montana College, Western Montana College, and Eastern Montana College. All five train business teachers, but only Montana State University, University of Montana, and Northern Montana College offer the classes necessary for the graduates to become vocationally approved.

Sex Equity

Substantial progress in eliminating sex stereotyping patterns in Business and Office Education programs is being realized through effective counseling and recruitment of male and female students. Evaluations of secondary programs indicates efforts are being made to alter course titles and content to assure accessibility of courses for all students regardless of sex.

An area of concern has been that of developing test materials that utilize other than stereotypical words, examples, and pictures. Through evaluations of programs it has been found that many secondary programs are using new updated test materials of a publishing company. These materials are excellent in eliminating sex stereotyping words, examples, and pictures.

Another concern is that some teachers and counselors in Montana share personal biases as to traditional male and female roles and tend to portray these personal views as "appropriate or correct." It is evident that the awareness program developed by the Human Potential Development Consultant in the Office of Public Instruction has done much in helping teachers and counselors to restrain their personal opinions and beliefs and to allow open discussion and accessibility in their classrooms.

Advisory Committee Involvement

Local Educational Agencies which conduct an approved Business and Office program are required to establish a local advisory committee. The local advisory committee advises the local educational agency about curriculum content, current job needs and the relevance of the program being offered. On the postsecondary level, the advisory committees become involved in job placement in behalf of the students.

Special Needs

The emphasis seems to be on how to mainstream special needs students into the classroom. We know it has to be done, but the problem is how. It is hoped that a preservice and inservice program will be developed at Montana State University and the University of Montana from teacher training monies to help teachers develop ideas on how to mainstream these students into the classrooms.

Coordination with Employment Programs

Since a larger number of students enrolled in Business and Office programs of the postsecondary level are being trained or retrained under the support of a manpower-related program, close coordination with parent agencies is essential. This coordination is provided on the local level by counselors from the employment service or the divisions of Social and Rehabilitation Services.

Student Organization

The Office Education Association will continue to be considered an integral part of the total Business and Office Education program in Montana.

There are currently 16 secondary chapters with 338 members, 5 postsecondary chapters with approximately 67 members, one collegiate chapter with twelve members, and 27 professional members for a total of 462. Last year the membership was 398.

Goals and Objectives 1980-1982

- A. Improve the quality of the capstone courses being approved for funding.
 - a. After reviewing project applications, letters will be sent to projects that have been funded in the past but are on the borderline of not meeting the criteria for approval. The letter will place the project on probation for one year and give suggestions of how to upgrade the capstone course. If the course is not upgraded, then funding will be withdrawn.
 - b. Follow-up visits will be made to the projects on probation to give help and assistance to the instructors.
 - c. Continued effort to have all business and office teachers vocationally approved.
- B. Evaluation of 20 percent of the business and office programs.
 - a. The consultant for business and office education will evaluate approximately 17 programs by way of special vocational evaluation teams or in cooperation with Northwest Accreditation.

- C. Provide inservice and preservice training for business teachers.
 - a. The Office of Public Instruction will work with the University of Montana in providing a workshop on typewriter maintenance and repair. This will be offered to business teachers at eight different locations.
 - b. The Office of Public Instruction and the Montana State University will review and revise (with input from teachers) the Montana Business Education Curriculum Guidelines.
- D. Increase the number of OEA chapters.
 - a. Presentations will be made to schools and students that have indicated an interest in OEA. These presentations will be made by the state officers. They will explain what OEA is and also the benefits derived from belonging.
 - b. A program will be instituted by which each chapter will be requested to make contact with neighboring schools and make presentations about OEA.
- E. Increase the number of males that participate in the capstone courses.
 - a. The Business and Office Education Consultant will work with the Human Potential Development Consultant in developing ideas to attract males to these programs.
 - b. Encourage business teachers to submit ideas or success stories on how they have encouraged males to attend the typical female capstone courses.

DISTRIBUTIVE EDUCATION GOALS AND FUNDING RATIONALE

The objectives of Distributive Education in Montana are to prepare students for entry level employment in marketing and distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is designed to provide instruction in the areas of Marketing, Merchandising, and Management and involves programs at the secondary and postsecondary levels of education.

All secondary level Distributive Education programs are currently classified as General Merchandising because they are all general in nature. This is unsatisfactory, however, since General Merchandising is only one of a total twenty-two distributive occupations currently assigned Office of Education codes. Although there are common competencies needed for all distributive occupations, efforts will be made to individualize instruction to meet the needs of individual students and their chosen occupational areas of study.

There is a great need to re-establish the position of Marketing/Distributive Education Consultant. In order for the program to grow and develop there must be support in the office in the form of a consultant with expertise to assist, guide and promote secondary and postsecondary levels of education.

Sex Fairness

The Distributive Education enrollment figures for FY 80 indicate 61% male to 39% female ratio at the secondary level and 45% male and 55% female at the postsecondary level. The program will continue to be available to both male and female students. Through counseling the ratio will hopefully become more equitable.

Advisory Council Involvement

Strong functioning local advisory councils are vital to the maintenance of quality in existing programs. These councils can assist teacher-coordinators in the development of strong community support and in areas of program improvement and evaluation. Distributive Education Coordinators are and will be encouraged to continue strengthening these councils.

Coordination with Manpower Programs

Attempts will be made to coordinate the efforts of Distributive Education vocational education programs with manpower training programs, such as C.E.T.A., Employment Security Division and SOICC.

Special Needs Population

Distributive Education will continue to mainstream special needs students into existing programs.

Coordination with Employment Programs

Since a large number of students enrolled in Distributive Education programs on the postsecondary level are being trained or retrained under the support of a manpower-related program, close coordination with parent agencies is essential. This coordination is provided on the local level by counselors from the employment service or the division of Social and Rehabilitation Services.

Student Organization

Distributive Education Clubs of America (DECA) will continue to be considered an integral part of the total Distributive Education program in Montana. Development of competency-based learning activities will be continued along with the promotion of and appreciation for the free enterprise system in Montana. Seventeen programs at the secondary level had DECA Chapters in Fiscal Year 1980 and 554 members. One postsecondary program had a DECA Chapter with 17 members enrolled. There are also 17 professional members.

Goals & Objectives 1980-1982

1. Re-establish the position of Marketing/Distributive Education Consultant.
2. A formal comprehensive team evaluation of 20 percent of the Distributive Education programs is projected to be accomplished during each fiscal year.
3. Emphasis will be made on maintenance of quality in all existing Distributive Education programs.
4. Regional workshops will be held for teacher-coordinators on establishment and utilization of local advisory councils.

HEALTH OCCUPATIONS

Program Description

The health occupation programs are offered at the secondary, post-secondary and adult education level. Secondary programs provide the student with basic courses and skills for entry-level employment as a nurse's aide/attendant. Career exploration of health-related occupations is also included. The program consists of classroom, laboratory, and clinical experience in a health agency. There will be only one program of this type (at Missoula) available to secondary students in Montana. The projected estimated enrollment will be 25. Postsecondary programs consist of respiratory therapy technician, operating room technicians, dental assistants, nurse's aide/attendant, and practical nursing courses. On successful completion of these programs the students will be prepared for entry-level employment in the chosen area.

The practical nursing programs are approved and accredited by the Montana State Board of Nursing and the student is eligible to take the state board examination for licensure as a L.P.N. The employment rate for students that complete these programs is nearly 90 percent.

Sex Fairness

A small increase in the enrollment of male students has been noticed. Sex stereotyping in recruitment materials has been greatly reduced. Factors that contribute to the lower male enrollment are lower salaries of health employees and the lack of career mobility. Leaders in vocational education should explore this problem area and be encouraged to address it. Health career opportunities are expanding and are in the top five industries of employment.

Advisory Council Utilization

Vocational Education programs have local advisory committees that are utilized in developing public relations, recommending course and curriculum revisions, and reviewing current health industry needs.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in the Health Occupations training programs in Montana. Alterations in scheduling, structural barriers and curriculum offerings are examples of the kinds of accommodation made to accomplish the training objectives in these programs enrolling special needs students.

Coordination with Employment Programs

Students from employment training programs will continue to be slotted into the present postsecondary Health Occupation Education programs. Students are in the mainstream and not a separate group.

Postsecondary programs have an advisory committee and also representation on the general program advisory committee. The committee is utilized in reviewing the clinical facilities, health agencies, curriculum revisions, test and periodical adaptations, and current changes in the role of health programs.

VICA

Student involvement in VICA has been limited to the secondary programs. Efforts will continue to have postsecondary instructors and students aware of benefits of involvement in VICA.

Goals and Objectives for FY 1980-1982

1. Evaluate the position of Practical Nursing Education in Montana.
2. Provide resources and direction to Practical Nurse educators for developing objectives, curriculum, and standardizing programs.
3. Develop a time frame for implementing standards and curriculum revision in Health Occupations educational programs.
4. Evaluate all Health Occupations educational programs during Fiscal Years 1980 through 1982.
5. Develop standards and criteria for Health Education instructors.
6. Provide opportunities for Health Occupation educators to attend meetings and workshops to discuss the future of Practical Nursing education in Montana and the national scene.
7. Develop an informational exchange with educators, institutions, health agencies, governmental agencies involved in the delivery of health care.

TRADE AND INDUSTRIAL EDUCATION

Program Description

Primary objectives of Trade and Industrial Education in Montana are to prepare students for entry into employment and to upgrade the skills of employed workers in fields of work classified as trade and industrial, such as auto mechanics, carpentry, electronics and many others. The curriculum is built around the skills and knowledge needed on the job and also provides for the development of safety judgment, trade ethics, personal traits, and leadership abilities.

Secondary programs are conducted primarily for students in grades 11 and 12 who will be equipped with minimum entry-level skills upon completion. Trade and Industrial Education programs serve as the top end of an overall industrial education sequence that includes Industrial Arts. Industrial Arts Education begins at the elementary level and provides awareness of industry and occupations, leads to exploratory experiences using the materials, processes, and tools involved, and may provide prevocational experiences through specialized instruction similar to the basics of Trade and Industrial courses.

The key elements that distinguish secondary Trade and Industrial programs from the specialized Industrial Arts programs are:

1. Vocational objectives;
2. Content derived from job requirements;
3. Facilities and equipment similar to that encountered on the job;
4. Scheduling of block periods to allow time for in-depth instruction;
5. Instructors with trade experience and vocational coursework; and
6. Integration of vocational student organization activities into the program.

In FY 1980, secondary Trade and Industrial program applications were reviewed on the basis of new program guidelines which became effective that year. These guidelines along with the addition of Industrial Arts to the list of fundable programs brought about a major recategorization of industrial education programs in Montana high schools. Programs not fully meeting T & I guidelines were notified of deficiencies to be overcome by next year for continued approval. Some schools could opt to participate in funding by reorganizing under the Industrial Arts funding criteria.

During FY 80 programs of Trade and Industrial Education at the secondary level were approved. The next two years of the planning period will see perhaps thirty to forty fewer programs as the recategorization process is completed.

A booklet entitled "Guidelines for Vocational Education Programs in Montana" has been compiled and sent to all school districts. This contains requirements and other information which should be a valuable resource to local vocational education coordinators.

Postsecondary Trade and Industrial Education is conducted at the state's five vocational-technical centers, three community colleges, and one four-year institution which conducts certificate and associate degree programs as well as trade and industrial teacher education. State and federal vocational funding of regular postsecondary programs is limited to the vocational-technical centers. These centers offer programs in seventeen different occupational headings from air conditioning to watchmaking. Students may prepare for employment, upgrade skills, learn new skills, or cope with educational handicaps during training.

Adult programs of Trade and Industrial Education are offered by many schools in Montana to provide upgrading of skills and preparation for employment. State and federal funding is not expected to be available during the fiscal year 1980 at the adult level, but program consultative assistance is offered to encourage continuity of adult programs.

Related instruction for apprenticeship programs is conducted jointly by local districts and the Joint Apprenticeship and Training Councils in the community. Facilities, equipment and, in many cases, instructors are supplied by schools with costs shared by the Joint Apprenticeship and Training Councils. Record keeping for apprentices is handled by the State Apprenticeship Bureau. The state staff consultant for Trade and Industrial Education assists with apprenticeship programs upon request by the various agencies involved. Procedures for funding of apprenticeship programs are the same as for other adult vocational programs. Funding from state and federal sources for apprenticeship programs is not projected for the planning period unless appropriate legislative action makes funding available.

Trade and Industrial Teacher Education is conducted at Northern Montana College. Funding from federal sources is provided upon approval of applications submitted for projects which meet specific objectives.

Student Organizations

VICA growth during FY 80 at both secondary and postsecondary levels exceeded goals with membership reaching 670. Continued effort by the consultant for Trade and Industrial Education will be made to help instructors see the value of VICA programs as tools to complement their instructional programs.

Trade and Industrial Education Programs in Montana strive not only to develop student trade skills and knowledge, but personal traits as well. As an integral part of the program, activities of the local VICA (Vocational Industrial Clubs of America) chapter provide the means for individuals to develop confidence, positive self concept, and attitudes that make them better employees, citizens and leaders in their chosen occupational fields.

Goals and Objectives for Trade and Industrial Education FY 1980-82

1. Evaluate 20 Percent of the Trade and Industrial Programs Each Year
 - A. During the year the state consultant will coordinate team evaluations in 30 programs in cooperation with other Vo Ed evaluators and Northwest Accreditation teams and submit final reports and recommendations to the schools involved and to the Vo-Ed files in the state office.
2. Develop a Curriculum Guide for Trade and Industrial Programs
 - A. Fund and assist the curriculum project which has been started by Northern Montana College and finish work in the areas of auto body repair, welding, machine shop, carpentry and drafting.
 - B. Improve the format for the final printed guide in preparation for printing next year.
3. Standardize Curriculum in Programs Conducted at more than one of the Vocational Technical Centers
 - A. Assist the postsecondary curriculum consultant with standardization efforts, and coordinate these efforts with the curriculum development projects that are being conducted.
4. Implement New Guidelines for Trade and Industrial Programs
 - A. Inform all programs regarding their status with respect to requirements and recommend courses of action.
 - B. Respond to requests for assistance as they arise; visit 20 programs during the year.
5. Increase Student Participation in Activities of the Vocational Industrial Clubs of America
 - A. Provide information to instructors about methods of utilizing VICA as an integral part of the program.
 - B. Assist 10 schools with the organization of new chapters.
 - C. Contract with individuals for help with conferences and other activities to maintain services to the organization.

6. Provide inservice training to Trade and Industrial Teachers to keep them current with Industry
 - A. Assist in planning and fund teacher education projects that provide inservice, especially in fast changing areas of electronics, auto emission control systems, and energy conservation.
 - B. Help arrange factory workshops in conjunction with professional meetings and conferences.
7. Implement the Improved System for Vocational Education Instructors' Certification.
 - A. Assist the Division of Certification and Accreditation in finalizing the centralization of teacher certification for Vo-Ed teachers in one office, Certification Services.
 - B. Notify all teachers of industrial education of their status and steps to remedy problems if any exist.
8. Promote Sex Fairness in all Industrial Education Programs
 - A. During proposal reviews, make certain that schools have outlined specific activities to help eliminate sex bias and barriers to enrollment; spot check 20 programs each year to see if progress is made.
 - B. During the scheduled evaluations of Trade and Industrial Programs, assess what exists and make recommendations.
 - C. Help the consultant for Human Potential Development identify model programs and disseminate information about their practices.
 - D. Review Montana State University's project which surveyed existing programs to identify current situations. Evaluate the results and plan further steps.
 - E. Integrate into planned meetings and workshops presentations which address the need to take positive steps toward the evaluation of bias and stereotyping in Industrial Education Programs.
 - F. In curriculum development projects slated to be conducted this year, review drafts to assure proper language and inclusion of appropriate information.
9. Promote Active Advisory Committees for all Programs
 - A. Help the State Advisory Council for Vocational Education distribute the new Guide for Local Advisory Committee which is designed to help local programs use advisory committees to full advantage.

- B. Review at least 30 programs each year to ascertain the level of committee involvement and make recommendations.
10. Assist Local Programs Coordinating With Manpower Programs
- A. Upon request assist local programs in improving their relationships with CETA Programs and employment offices.
11. Assist Local Programs In Meeting the Needs of Disadvantaged and Handicapped Trade and Industrial Education Students
- A. Work with local districts upon request to help them develop special needs programs for individuals who need help in order to succeed in their vocational program.
 - B. Assist the State Consultant for Special Vocational Needs in the operation of funded programs in at least 15 schools each year.
 - C. Assist in making schools aware of the availability of funding to help them cope with special education students mainstreamed into their trade and industrial program. In districts which have identified needs assist with the development of proposals.
12. Gather Follow-up Information From All Trade and Industrial Education Programs
- A. Assist with implementation of a follow-up procedure to be utilized by local districts in conducting follow-up of program graduates.

TECHNICAL EDUCATION

Technical Education Programs in Montana are two years in length and are conducted only at the postsecondary level. Funded programs are located at Butte, Helena and Missoula Vocational-Technical Centers. These programs include civil engineering technology, electrical technology, industrial electronics technology and electro-mechanical technology.

Technical education objectives are generally the same as trade and industrial education programs with the main difference that the content in technical programs stresses the underlying mathematical and scientific principles involved. Technical education graduates work in direct support of professional persons at a level between semi-skilled and professional. They are involved in analysis, design, testing and experimentation - functions usually not the primary tasks of trade and industrial or other vocational graduates.

General information about technical education programs is the same as the narrative and program goals for Trade and Industrial Education.

INDUSTRIAL ARTS

During FY 80 Industrial Arts programs that meet the intent of federal legislation became eligible for state funding support. Program application approval is based on their meeting guidelines that have been adopted to ensure that programs "assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs." (From Federal Register, October 3, 1977, Sec., 104.592).

The two categories of Industrial Arts programs that are eligible for funding assistance are Occupationally Oriented Industrial Arts and Prevocational Industrial Arts. Occupationally oriented programs introduce students to the four main clusters of occupations in industry. Prevocational programs provide basic instruction in a single occupational cluster. Both programs emphasize occupational awareness and knowledge of training and employment opportunities.

During FY 80, programs were approved for funding that had been previously categorized as T & I programs but had not achieved the quality necessary for continued approval in that area.

The next two years of the planning period should see the development of about 25 Occupationally Oriented I.A. programs and another 40 prevocational, some of which will be restructured from T & I programs.

Goals and Objective for Industrial Arts

1. Complete the recategorization of all industrial education programs, including Industrial Arts.
 - A. Review proposals, assign categories (in consultation with schools where changes are necessary), make recommendations for program improvement.
2. Develop teachers who are knowledgeable in the methods of organizing and conducting occupationally oriented Industrial Arts programs.
 - A. Conduct, in cooperation with Industrial Arts teacher educators, inservice workshops in different geographic locations about the state to enable all instructors in approved programs to attend and become aware of techniques, materials, and activities.
 - B. Meet with teacher educators to explore possible preservice activities, identify a plan of action and begin to make changes that will have the desired results in new graduates.
3. Conduct research into the current status of Industrial Arts in the State.
 - A. Fund a research project that will provide planning information for industrial arts.

WAGE EARNING HOME ECONOMICS

The objectives of Wage Earning Home Economics Education programs are to prepare students for entry-level employment in Home Economics Wage Earning Occupations; provide students with postsecondary training; and to upgrade the skills of employed workers. In Montana, the Home Economics Wage Earning program contributes to the employment needs in Child Care Services; Clothing Management Services; Food Management Services; and HERO (Home Economics Related Occupations).

There are currently 15 funded secondary school programs providing training in Wage Earning Occupations.

SEX FAIRNESS

Males are included in all Home Economics Wage Earning programs. Statistics compiled by the Human Potential Development Consultant, OPI, indicate that in home economics classes meeting 18 weeks/year there is a 50-50 male/female ratio; in classes meeting 36 weeks/year there is a 40% male enrollment. The closest male/female ratio is in Food Service classes.

ADVISORY COUNCIL INVOLVEMENT

All secondary Wage Earning Home Economics Education programs have advisory councils. Some programs report individual program advisory councils and some report a general vocational advisory council. Instructors state that councils assist with curriculum revision, determining community needs and in generating public support and awareness of the program.

SPECIAL NEEDS POPULATION

Special needs students continue to be mainstreamed into regular Wage Earning Home Economics programs. The effectiveness of the mainstreaming concept has been enhanced following inservice training for home economics instructors which helped them better understand the learning problems of these students.

GOALS OF WAGE EARNING HOME ECONOMICS

1. Comprehensive evaluations of 20 percent of all reimbursed Wage Earning Home Economics program is projected to occur.
2. Encourage Wage Earning Home Economics instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in publicizing the program.
3. Area inservice workshops for all Wage Earning Home Economics education instructors will be conducted.

GOALS OF WAGE EARNING HOME ECONOMICS (continued)

4. Provide information and inservice training for instructors with wage earning classes at the secondary level to better understand the integration of the vocational student organization, HERO, as an integral part of the program.
5. Implement a standardized vocational education follow-up system of Home Economics Wage Earning students in Montana secondary schools.

VOCATIONAL STUDENT ORGANIZATION (H.E.R.O.)

Future Homemakers of America is a national and state vocational youth organization for secondary students who have taken or are taking Home Economics or Home Economics Related Occupations classes. Two types of chapters serve members' needs: FHA Chapters for students in Consumer Homemaking and HERO Chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to:

". . . help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement."¹

Montana FHA chapter activities are an integral part of home economics education and will continue to focus on student concerns and interests. These projects will be concerned with learning experiences related to careers, aid to the elderly, child development, birth defects, child abuse and nutrition. Chapters emphasize personal growth of members and the individual's desire to work toward change and improvement in the home, school and community.

Home Economics instructors will continue to provide support and coordination between classroom and FHA/HERO activities in Montana.

¹

FHA Chapter, Basics of Organizing, Future Homemakers of America

HUMAN POTENTIAL DEVELOPMENT

HUMAN POTENTIAL DEVELOPMENT

Equal educational opportunity for males and females in Montana's public school system has been implemented within the Department of Vocational and Occupational Services to provide a comprehensive program of review and evaluation, inservice and preservice training, and technical assistance to local and state education agencies.

Program evaluation instruments and project proposal application forms have been reviewed and revised to include not only assurances of equal access but also the reduction of sex bias and stereotyping in all programs. Guidelines for Secondary Vocational Education in Montana include a section on sex equity requirements for administration, vocational programs, vocational teachers, guidance counselors, local advisory councils, student leadership organizations and cooperative work experience programs.

Program evaluation visits have been conducted to review 20 percent of all vocational programs each year for sex equity requirements, Title IX compliance, and implementation of EEO guidelines.

Inservice and preservice workshops at secondary and postsecondary schools have addressed the issues of bias and stereotyping in curriculum, instructional materials, counseling procedures, behaviors and attitudes of staff and students. Resource materials and classroom strategies have been introduced and made available to school personnel to encourage enrollment of students in courses nontraditional to their sex, reduction of damaging effects of bias and stereotyping and the occupational preparation of skilled workers regardless of sex.

A public information campaign which included three television, six radio announcements, and a poster depicting women and men in nontraditional vocational education programs and jobs was developed, produced, and released during FY 1979-80. This was a joint effort of the Office of Public Instruction, the Montana Advisory Council for Vocational Education, and Montana Vocational Association.

Mini-grants to reduce sex bias and stereotyping which were awarded to ten local education agencies in FY 1979 to produce research on vocational education enrollments and classroom procedures, inservice training, curriculum review and/or public information materials have been completed during FY 1980. They are listed on the following page.

Sex Equity Mini Grants -

A Workshop Approach to Creating Awareness of the Role of Homemaker,
Montana State University, Home Economics Department

A Description of Educational and Demographic Changes in Secondary
Vocational Agriculture and Home Economics in Montana as a result
of Title IX of the Education Amendments of 1972 and 1976, Montana
State University, Department of Agriculture and Industrial Education

An Evaluation of Attitudes Toward and Encouragement of Sex Equity
in the Vo-Ed Curricula and Guidance Services of Libby and Troy High
Schools in Montana, Libby and Troy High Schools

Education in Vocational Agriculture - Is It Fulfilling Its Respon-
sibilities? - Saco High School

New Opportunities Workshop (NOW), Missoula County High School

An Investigation of the Number of Females Enrolled in Trade and
Industry and Industrial Education Courses in Montana and an
Investigation of Successful Sex Equity Programs, Montana State
University, Department of Agriculture and Industrial Education

A Program for Developing Co-Ed VoEd Classes in Small Rural Schools,
Whitewater High School

A Study to Determine the Achievement of Sex Equity in Secondary
Business Education Programs as perceived by selected Business
Teacher Graduates Who are Presently Teaching Business Education in
Montana, University of Montana, Division of Business Education

Development of a Slide/Tape and Resource Booklet on Vocational Em-
ployment Possibilities for Men and Women in Areas Which are Often
Considered to be Sex Stereotyped, Great Falls Learning Center

Health Occupations Resources, Missoula County High School

The objectives of the Human Potential Development Program for FY 1981-82 are:

1. To provide resource materials and technical assistance to LEA's that will help expand the role expectations and career horizons of Montana secondary students to assist them in the consideration of career and life decisions dependent on individual ability, interests and need rather than cultural stereotypes.

2. To increase the number of skilled nontraditional workers available for work to help meet the needs of labor and industry by increasing nontraditional enrollments in secondary and postsecondary vocational programs that have traditionally been for one sex.

The following activities will be carried out during FY 81-82 to meet the objectives as stated and to comply with the requirements of P.L. 94-482 and the functions of the full-time sex equity coordinator.

1. Publicize 25 secondary vocational education programs which are effective examples of co-educational sex-fair learning experiences. (104.75;a,g)
2. Develop and disseminate to LEA's student-related materials emphasizing persons enrolled and employed in programs and jobs nontraditional for their sex. (104.75;c,g)
3. Make presentations on programs and materials developed under this section upon request to MACVE, Women's Advisory Council, youth leadership organizations and student groups, general public, and other interested individuals and organizations. (104.75;a,g,h)
4. Assist the Sole Agent for Vocational Education in publicizing public hearings on the State Annual Plan by notifying women's advocacy groups and cooperating agencies that work for similar goals. (104.75;a)
5. Secure and disseminate information concerning enrollment patterns at secondary and postsecondary schools and status of vocational education employees to MACVE, Sole Agent for Vocational Education, LEA's, and other interested groups. (104.75;b)
6. Continue to revise and update project application and enrollment forms to include male/female data on status of vocational students and employees. (104.75;b)
7. Plan with program consultants for vocational education to initiate procedures to increase enrollments of nontraditional students and provide a sex fair learning environment in all secondary vocational education programs. (104.75;c)
8. Provide technical assistance to the postsecondary curriculum development personnel to develop procedures to assure that program materials, standards, and policies are sex fair and comply with requirements of Title IX and P.L. 94-482.

9. Provide technical assistance to consultant for Montana VIEW to develop bias-free occupational information, special apprenticeship deck, a card on women, work and postsecondary vocational opportunities and advantage of nontraditional employment. (104.75;c)
10. At time of on-site evaluation of secondary school vocational educational programs, assist LEA's in complying with Title IX as it relates to vocational education; assure that the Title IX grievance procedure is visible and available to all students and school personnel in student handbook and teacher guidelines; assure that counseling practices do not provide barriers to student choice. (104.75;c,i)
11. Provide criteria for evaluating all local plan and project applications to assure the requirements for sex equity are met. (104.75;d)
12. Provide technical assistance and criteria to evaluate all grants submitted for disadvantaged/handicapped; innovative/exemplary, research/curriculum, and teacher education projects to assure compliance for equal access and sex equity requirements. (104.75;d)
13. Review all approved vocational education programs for sex discrimination, sex bias and Title IX compliance through revised project application and evaluation forms and conduct on-site evaluations of 20 percent of all state approved secondary vocational education programs. (104.75;e)
14. At time of on-site evaluations of secondary vocational education programs, review LEA employment procedures and guidelines, Title IX self evaluation and teacher salary scales to assure equality in employment practices; disseminate information regarding federal and state employment laws to LEA administrators and personnel directors. (104.75;f,i)
15. Provide technical assistance to teachers, administrators, and counselors to improve educational equality in relation to classroom environment, testing and placement, attitude and behaviors of staff and students in secondary and postsecondary vocational education programs by providing inservice and pre-service training, resource materials for evaluation of curricular and instructional materials, and guidelines for local advisory councils. (104.75;g)
16. Develop a program to train selected persons to conduct local inservice workshops on strategies to effectively reduce the effects of sex bias and stereotyping in vocational education and correct enrollment imbalance in one sex dominated course. (104.75;g)

17. Develop materials to provide training to postsecondary vocational-technical center personnel for recruiting and retraining students in courses nontraditional for their sex. (104.75;c,g)
18. Develop slide/tape presentation on sex equity in vocational education programs in Montana and use in presentations to interested groups, and disseminate to selected LEA's, SEA's, and to MACVE. (104.75;a,g,h)
19. Review the annual plan to assure all requirements for sex equity are met and submit recommendations to Sole Agency for Vocational Education prior to submission of plan to U.S. Commissioner of Education. (104.75;j)
20. Provide technical assistance to SEE Institute (Title IX Assistance Center), Billings, Department of Labor, (Women's Bureau, CETA, GETC, Apprenticeship Bureau), Region VIII Desegregation Center, Women's Advocacy groups, professional organizations, and other interested groups to develop programs to promote sex equity in all occupations and related areas of program development. (104.75;c,h)

Incentives offered to LEA's for efforts to reduce sex bias and stereotyping and provide educational equality include the following:

1. Reimbursement of travel, lodging, and per diem expenses to attend inservice/preservice training workshops.
2. Free resource materials for local inservice training, curriculum evaluation, classroom strategies, and other related AV and printed material.
3. Publicity for programs that are effective examples of co-educational sex fair learning experiences.
4. Establishment of mini grant awards to LEA's for sex equity project proposals to provide sex fair learning environment and reduce bias and stereotypes in vocational education programs.
5. College credit for state-sponsored sex equity workshops and local teacher certification inservice, credit for staff inservice workshops.

DISPLACED HOMEMAKERS

The Counseling Needs Research Advisory Panel was established in FY 79 to develop and implement a survey to establish the vocational counseling and employment-related needs of displaced homemakers. As a result, a model two-day job readiness workshop was piloted in the fall of 1979 for displaced homemakers and single heads of households, lacking job seeking skills, and persons seeking employment in nontraditional jobs. Two-day workshops were conducted at five additional sites in the spring of 1980. A field coordinator was contracted to coordinate the implementation of the statewide workshop programs, Careers In Transition.

Dependent upon program evaluation and the recommendation of the Counseling Needs Research Panel, and money allocated from Fund 120, continued efforts will be made to provide additional job related programs for these special populations. These programs could include any or all of the following:

1. Continuation of the statewide two-day workshop program.
2. Supportive counseling and placement services at vocational-technical centers and/or community colleges.
3. Continuing education job readiness courses offered in selected communities.
4. Special job readiness courses available at vocational-technical centers and/or community colleges in addition to regular curriculum.
5. Continued contractual services of a field coordinator to implement the statewide program.
6. Provision of scholarships or stipends for postsecondary vocational applicants who are displaced homemakers, single heads of households, labor force re-entry persons, or persons seeking retraining in a nontraditional program.

Montana is in the process of expanding and identifying the needs of Displaced Homemakers. With this in mind, the following definitions will apply:

A. Displaced Homemakers

1. Persons who had been homemakers but who now, because of dissolution of marriage, must seek employment;
2. Persons who are single heads of households and who lack adequate job skills; and
3. Persons who qualify under category (1) or (2) above and are part-time workers but wish to secure a full-time job.

B. Nontraditional Employment

Persons who are employed in traditional jobs who wish to secure jobs in occupations considered nontraditional to their sex.

For the purpose of project and fund identification these definitions will serve to meet the needs of displaced homemakers and efforts toward nontraditional employment.

It is recognized that there is a national need for expansion in the area of displaced homemakers and Montana is addressing this area.

All eligible recipients may apply for displaced homemaker projects; funding will be contingent upon impact, quality, priority and availability of funds.

DISADVANTAGED AND HANDICAPPED

GOALS AND FUNDING RATIONALE FOR SPECIAL
DISADVANTAGED/DISADVANTAGED AND HANDICAPPED PROGRAMS

SPECIAL DISADVANTAGED (Section 140) FUNDS

Many secondary schools which are located in areas of high unemployment and high dropout rates lack vocational training programs due to high start-up and equipment costs. Those schools in which vocational programs do exist frequently lack the funds to upgrade existing programs to overcome these obstacles. School districts will be encouraged to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible. Funding for these projects will be limited to one-year duration and will be designated to meet up to 100% of the start-up costs involved. Each district or consortium of school districts that receives funding for the training program in its area will be required to make prior assurance to continue local funding of the program for an additional three years following the withdrawal of state vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based upon the program meeting certain requirements during an evaluation to be completed at the end of the first year by the parties involved.

FY 1980 PROJECTS

Polson High School will receive a \$28,000 grant to initiate an ornamental horticulture project which is intended to provide entry-level skills for employment in the orchards of Lake and Flathead Counties. This program will serve 40 students.

Hot Springs High School in Sanders County is located in an area of high youth unemployment. A \$20,000 grant will be made to this district to purchase automated teaching systems. These systems will provide prevocational Trade and Industrial training for 37 students.

A \$20,000 grant will be made to Eureka High School to upgrade equipment and curriculum in the areas of Drafting, Metalworking, and Auto Mechanics. Two hundred sixteen students will be involved in these programs.

FY 1981 PROJECTS

Whitefish High School will be the recipient of a grant to equip the new vocational education facility in the vocational areas of woodworking, welding and small engines. This project will serve 260 students, \$30,000.

Troy High School will receive a Special Disadvantaged grant to develop vocational training in the areas of welding, carpentry, and small engines mechanics which will serve 50 students, \$29,695.

FY 1982 PROJECTS

Projects eligible for 140 special disadvantaged funds are determined annually based on funding formulas and project applications. The fund allocation for fiscal year 1982 will be determined when project applications are received and approved in 1981.

DISADVANTAGED PROGRAMS FUNDED WITH SET-ASIDE MONIES

Meeting the vocational education needs of disadvantaged students in Montana continues to be high on the list of Special Needs priorities. The following goals are based upon this premise.

1. Assessment of each rural high school's disadvantaged student's abilities, interests, and vocational training needs.
2. Vocational guidance will be provided for each disadvantaged student to insure appropriate vocational training on a secondary or postsecondary level.
3. Secure follow-up information on each Special Needs student upon completion of the special program.
4. Provide high school administrators with information relative to the availability of Special Needs funding and the subsequent application process.
5. Encourage school districts to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible.

The following programs were implemented to serve disadvantaged students during fiscal year 1980:¹

Montana Probation and Parole	18,431
Red Lodge High School	45,488
Great Falls (Alternate School)	81,827
Salish Kootenai Community College	33,257
Scobey High School	35,000
Swan River Youth Camp	49,000
Opheim High School	33,702
Whitewater High School	14,275
Lambert High School	34,800
Butte Vo-Tech Center	24,798
² Dull Knife Memorial (LESA)	4,690
Northern Montana College	60,000
Montana Easter Seal Society	28,006
Montana Parole Board	<u>5,811</u>
TOTAL	\$ 469,085

¹Also see allocation tables for listing of projects, local match and 1982 projections.

²The limited English speaking populations represent .95 of one percent of the total population of Montana. Footnotes to the disadvantaged allocation table reflect the method for determination per funding formula of LESA amounts.

The following programs are projected to serve disadvantaged students during fiscal year 1981:¹

Red Lodge High School	35,512
Great Falls (Alternate School)	81,827
Salish Kootenai Community College	31,187
Scobey	32,525
Swan River Youth Camp	25,300
Whitewater High School	12,530
Lambert High School	35,000
Butte Vo-Tech Center	51,515
Mountain View School	8,815
Pine Hills School	14,700
² Dull Knife Memorial College	54,163
Montana Easter Seal	28,006
University of Montana	20,000
TOTAL	\$ 435,770

¹Also see allocation tables for listing of projects, local match and 1982 projections.

²The limited English speaking populations represent .95 of one percent of the total population of Montana. Footnotes to the disadvantaged allocation table reflect the method for determination per funding formula of LESA amounts.

HANDICAPPED PROGRAMS FUNDED WITH SET-ASIDE MONIES

Systems of assessment of a handicapped student's vocational interests, aptitudes and psychomotor abilities are almost nonexistent in Montana. The following goals are intended to improve this situation.

1. Encourage rural high schools to establish consortiums to provide thorough assessment in the following areas:
 - a. Individual Achievement Test
 - b. Psychological Evaluation
 - c. Physical Examination
 - d. Work attitude and aptitude evaluation (psychomotor)
2. Utilize assessment data to assist the development of the Individual Education Program for appropriate training and employment assignments.
3. Establish vocational assessment and evaluation centers within a feasible geographic regions within the state involving the fiscal participation of Special Education, Vocational Rehabilitation, Mental Health and other appropriate state agencies.

The following programs were implemented to serve handicapped students during fiscal year 1980:³

Granite Co. High School	15,879
Park County High School	12,791
Flathead County High School	41,308
Bozeman Public School	17,269
Warm Springs State Hospital	18,565
Wolf Point High School	6,360
School for the Deaf and Blind	38,256
Butte High School	10,000
Swan River Youth Camp	5,500
Warm Springs State Hospital	21,706
Montana Easter Seal Society	28,006
Montana State University	7,738
Montana State University	4,000
Montana Parole Board	7,165
TOTAL	\$ 234,543

The following programs are projected to serve handicapped students during fiscal year 1981:³

Granite County High School	16,668
Bozeman Public School	18,622
Warm Springs State Hospital	19,734
Wolf Point High School	9,070
Livingston High School	13,360
Billings High School	7,467
Billings High School	83,219
Montana Easter Seal Society	28,006
Montana State University	11,787
	\$ 207,933

³Also see allocation tables for listing of projects, local match and 1982 projections.

CONSUMER AND HOMEMAKING EDUCATION

CONSUMER AND HOMEMAKING EDUCATION

The objectives of consumer and homemaking education are to prepare youth and adults for the occupation of homemaker, to assist consumers, and to enable individuals to create a quality personal and family life and to help improve home environments. The consumer homemaking program components shall include, but are not limited to: Family and Parenting Education, Child Development, Food and Nutrition, Consumer Education, Housing and Interior Environments, Management of Resources and Clothing and Textiles.

The need for an extensive Consumer and Homemaking Education, Family Living and Parenting Education program is apparent when one reviews Montana's vital statistics. This statistical report released by the Department of Health and Environmental Sciences in 1979 reflects that Montana's divorce rate of 6.2/1,000 continues to exceed the national average of 5.1/1,000. Out-of-wedlock births increased from 1469 in 1977 to 1630 in 1978. Fifty percent of these children were born to teenage mothers. 32% of the abortions performed in Montana during 1978 involved women under 20.

SEX FAIRNESS

Inclusion of males into all subject matter areas of Consumer and Homemaking Education continues to increase. Statistics compiled by the Human Potential Development Consultant, OPI, show that in home economics classes meeting 18 weeks/year there is a 50-50 male/female ratio; classes meeting 36 weeks/year there is a 40% male enrollment. Surveys indicate that increased emphasis is being placed on preparation for the dual role of homemaker/wage earner, consumerism and nutrition education for self and family.

Home economics instructors are continuing their efforts to update program resource materials to eliminate sex role stereotyping.

ADVISORY COUNCIL INVOLVEMENT

Consumer and Homemaking programs continue to be strengthened and expanded as a result of advisory councils' efforts. Programs report functioning individual program advisory councils and/or functioning general vocational advisory councils. Advisory councils have been instrumental in curriculum revision, determining community needs and in generating public support and awareness of home economics education.

SPECIAL NEEDS POPULATION

Special needs students continue to be mainstreamed into regular Consumer and Homemaking programs. The effectiveness of the mainstreaming concept has been enhanced following inservice training which helped home economics instructors better understand the learning problems of these students.

GOALS OF CONSUMER AND HOMEMAKING EDUCATION

1. Comprehensive evaluation of 20 percent of all reimbursed consumer and homemaking programs.
2. Area inservice workshops for all Consumer and Homemaking Education Instructors will be conducted with the support of Section 150 funds.
3. Encourage Consumer and Homemaking Instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in publicizing the program.
4. A home economics curriculum scope and sequence with behavior objectives will be developed and will be compiled, printed in booklet form, disseminated and implemented statewide.
5. Implement procedures for the distribution of Section 150 funds for Consumer and Homemaking programs in economically depressed and high unemployment areas.

VOCATIONAL STUDENT ORGANIZATION (F.H.A.)

Future Homemakers of America is a national and state vocational youth organization for secondary students who have taken, or are taking Home Economics or Home Economics Related Occupations classes. Two types of chapters serve members' needs: FHA Chapters for students in Consumer Homemaking and HERO Chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to:

". . .help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement."¹

Montana FHA chapter activities are an integral part of home economics education and will continue to focus on student concerns and interests. These projects will be concerned with learning experiences related to careers, aid to the elderly, child development, birth defects, child abuse and nutrition. Chapters emphasize personal growth of members and the individual's desire to work toward change and improvement in the home, school and community.

Home Economics instructors will continue to provide support and coordination between classroom and FHA/HERO activities in Montana.

¹

FHA Chapter, Basics of Organizing, Future Homemakers of America

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit

Funds made available to Montana under Section 150 and Section 102D of P. L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement.

Use of Funds for Research Programs

From the funds applied to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

1. Applied research and development in vocational education;
2. Experimental, development and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
3. Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national origin;
4. Projects in the development of new careers and occupations such as:
 - a. Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;
 - b. Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons to prepare professionals (including administrators) to work effectively with aids; and
 - c. Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and

5. Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

Research Goals

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental developmental, and pilot programs. The data requirement specified by P.L. 94-482 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordination Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

The Use of Funds for Exemplary and Innovative Programs

Montana's prime thrust in the application of Exemplary funds will be to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. The use of funds available under Section 130 of the Act for Exemplary Projects will be directed towards educational concepts which exhibit a high degree of creativity and innovation. These elements of creativity and innovation must endeavor to resolve a vocational education problem common to a major geographic portion of population of the state. Another thrust in the application of Exemplary funds will be to fund projects which will develop in depth assessment of vocational interests and abilities of the disadvantaged and handicapped. A grant to the Helena Easter Seal Center during Fiscal Years 1980-81 will be continued to demonstrate to small rural high schools methods of assessing individual achievement, psychological evaluation, work attitudes and aptitude evaluation (psychomotor).

Exemplary funds will also be used to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. It has been ascertained that Section 120 set-aside funds have been meeting the needs of the economically disadvantaged in the urban centers that have vocational training facilities to meet the needs of persons desiring such training. The unskilled worker and the unemployed individual's needs are apparently being met through the Montana Employment Service and the C.E.T.A. programs throughout the state. Project VIEW, Career Education and Human Potential Development, segments of the Office of Public Instruction, are involved in broadening the Occupational aspirations and opportunities of all youth in Montana. One means of providing training opportunities for persons in sparsely populated rural areas is the utilization of mobile classroom units. Indications are that the vocational areas of Trade and Industrial Education, Distributive Education, and Business and Office Education readily lend themselves to this method of providing vocational education. Funding currently is being given to a consortium of schools for three mobile units in the aforementioned vocational areas.

Funds under Exemplary Programs may be used as follows:

1. In programs to assess vocational attitude and aptitudes.
2. In programs to develop training opportunities for:
 - a. Persons in sparsely populated rural areas (including the seven Indian reservations); and
 - b. Individuals migrating from farms to urban areas.
3. In programs to develop high quality vocational education programs for urban centers with high concentration of:
 - a. Economically disadvantaged individuals;
 - b. Unskilled workers; and
 - c. Unemployed individuals.
4. In programs of effective vocational education for persons of limited English-speaking ability.
5. In establishment of cooperative arrangements between public education and manpower agencies; designed to correlate vocational education opportunities with current and projected needs of the labor market.
6. In programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include:
 - a. Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and
 - b. Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

Every contract made by a research coordinating unit for the purpose of funding exemplary and innovative projects shall:

1. Give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education;
2. To the extent consistent with the number of students enrolled in private nonprofit schools in the areas to be served, whose educational needs are of the type which the program is designed to meet, make provision (in accordance with the requirements set forth in Section 104.533) for the participation of these students in the program; and also

3. Provide that the Federal funds made available for exemplary and innovative programs to accommodate students in nonprofit private schools will not be commingled with state or local funds.

Application Procedures

Applications for Exemplary grants will be submitted to the State Director of Vocational Education. The applications will adequately describe:

1. The nature and purpose of the project;
2. The procedures which explain how the goals and objectives will be achieved;
3. How the results will be utilized;
4. Dissemination procedure of results;
5. Budget sheet with justification of specific line items; and
6. Qualifications of personnel.

Review of Applications

The members of the Department of Vocational Education will review exemplary applications to determine the accommodation of exemplary criteria as set forth in paragraphs 1-6 on page 111 and paragraphs 1-3 on pages 111 and 112. The elements of creativity and innovation will be carefully examined in each application.

Application Approval or Disapproval

The recommendation of the Division of Program Development will be presented to the Program Review Committee of the Department of Vocational and Occupational Education.

Use of Funds for Curriculum Development Programs

Funds made available for Research Coordinating Unit for curriculum development programs will be expended for:

1. Development and dissemination of vocational education curriculum materials for new and changing occupational fields;
2. Development and dissemination of vocational education curriculum materials for:
 - a. Handicapped
 - b. Disadvantaged persons (other than handicapped persons);
 - c. Persons of limited English-speaking ability;
3. Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs.

4. Support services designed to enable teachers to meet the needs of the individuals enrolled in vocational education program traditionally limited to members of the opposite sex; and
5. Development and dissemination of other curriculum materials designed to improve the state's vocational education program.

The existing liaison with the Northwest Curriculum Management Center, a part of the National Network for Curriculum Coordination, will continue to provide the bulk of curricula materials utilized within the State. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all co-op teachers in the State. Other available funds will be used for revision of curriculum materials to eliminate sex role stereotyping.

Submittal of Applications

Two (2) copies of the application will be submitted to the Research Coordinating Unit for transmittal with recommendations to the Superintendent of Public Instruction. Application will contain the following information:

1. Statement of the nature, need, purpose and objectives of the project and its relation and contribution to vocational education.
2. Description of previous findings relative to the project.
3. Description of the activities including the method to be used in analyzing data.
4. Description of the population or sample to be served or used.
5. Duration of the project and time schedule and sequence of project activities.
6. Names and qualifications of personnel.
7. Description of facilities.
8. Description of the methods for evaluation the project.

Notification to the Secretary and the National Center for Research in Vocational Education

Within thirty calendar days after approval of the project by the Superintendent of Public Instruction, the Research Coordinating Unit will transmit to the Secretary of Education and the National Center for Research in Vocational Education two copies of an abstract of each approved project for program improvement, containing the source and amount of funds obligated for each project. Further, within three months of the ending date of the project, the Research Coordinating Unit will transmit two copies of the final report to the Secretary and the N.C.R.V.E.

VOCATIONAL PERSONNEL DEVELOPMENT PROGRAMS & SERVICES

1. Nature and Purpose of Vocational Personnel Development Programs

Activities will be encouraged which not only help provide an adequate supply of vocational education teachers but will also promote high quality in both new and experienced teachers and administrators.

2. FY 80-82 Goals and Objectives for Personnel DevelopmentGoal:

To improve the quality of instruction in vocational programs by providing relevant inservice and preservice training.

Objectives:

- a. Update resource material and equipment in teacher education departments. (preservice)
- b. Provide inservice workshops for vocational instructors and administrators that meet identified needs. (inservice)
- c. Provide technical assistance to vocational student teachers during their student teaching experience. (preservice)
- d. Provide technical assistance to first year vocational teachers. (inservice)
- e. Provide consultant service and technical assistance to vocational student organizations. (preservice - inservice)

3. Procedure for Preservice and Inservice Personnel Development

Form VZ0879 will be the basic proposal format to be utilized for Teacher Training programs. Project proposals will be reviewed and approved by program consultants in the Department of Vocational and Occupational Education, Office of Public Instruction. Funding for approved programs will be determined by set-aside Section 135 monies.

VOCATIONAL EDUCATION TEACHER TRAINING

The preservice training a perspective vocational teacher receives is a vital aspect of vocational education. The qualifications and competencies of teacher education personnel used in preservice training, including student teaching supervision, are of prime importance. Therefore, the following recommendations are made for the qualifications of personnel involved in the preparation of approved vocational teachers.

Teacher Education Personnel

Teacher education personnel shall have at least a master's degree from a teacher education institution approved by the State Board and in the particular field of vocational education to be served. In addition, they shall have had a minimum of three (3) years of successful vocational teaching experience and shall meet the requirements for a teacher's certificate in one or more vocational fields. When it is determined that special experiences and education are the equivalent of the above requirements, these requirements may be waived. Vocational teacher education personnel should be involved in the preservice training, including student teaching supervision, of perspective vocational teachers.

Supervising/Cooperating/Master Teacher

A supervising teacher (the classroom teacher with whom a student teacher is placed) shall be an approvable vocational instructor in the field in which they are to serve as a supervising teacher and shall have had a minimum of three (3) years of successful teaching experience in the specific vocational education field. They should also be teaching in an approvable vocational program.

Section 136: Grants to Overcome Sex Bias

Funds were made available in the amount of \$10,000 for FY 1980 to support activities which showed promise of overcoming sex bias and stereotyping in vocational education.

Ten \$1,000 sex equity mini-grants were awarded to local school districts for model programs, inservice training, curriculum review, and/or public information materials to reduce sex bias and stereotyping in vocational education. These grants will be monitored during FY 1980-81 to assess progress and will be disseminated to vocational educators upon completion.

Funds will become available from this section contingent on the results of the mini-grants in sex equity and the availability of funds.

VOCATIONAL GUIDANCE GOALS AND RATIONALE

The Department of Vocational and Occupational Services of the Office of Public Instruction has identified the following components as those which comprise a quality system of vocational guidance and counseling. These components include the facilitation of student self-awareness as to interests, abilities, aptitudes, aspirations and values; provision of specific and relevant information about the world of work; development of decision-making skills by which to narrow career options to an occupational choice; identification of sources of financial aid; and follow-up studies as to student educational and vocational placement.

Efforts will be made to develop and disseminate an up-to-date statewide occupational information system and to provide minimal in-service training on the basics of vocational guidance on a regional basis in 1980.

Beginning in 1980, it is anticipated that funding will be available to provide in-depth training for counselors. This training will emphasize student self-awareness, assessment, decision-making and employability skills and will be offered through university level extension courses and short-term workshops. Along with training, other ongoing efforts will continue, such as providing occupational information and resource materials.

Counselors at the secondary level have identified sources of financial aid available to students and should be prepared to refer students to the appropriate source.

Follow-up studies of secondary level students will be accomplished through the complete Management Information System now being developed by the Department of Vocational Occupational Education of the Office of Public Instruction. Planning efforts in the area of guidance and counseling will be greatly facilitated when educational and vocational placement information is known.

Counselors in the postsecondary vocational-technical centers currently offer the following types of guidance services:

1. Conduct initial student intake by telephone, correspondence, or in person;
2. Provide information on occupational options to better assist the student in making logical, realistic choices;
3. Counsel prospective students regarding career goals, career planning, and occupational choice;
4. Assess and evaluate, by various methods, the ability of prospective students to benefit from their proposed course in instruction;
5. Interpret individual test scores as necessary;
6. If students are found to be deficient in any area necessary to succeed in the program, counselors will make appropriate referrals to remediate the deficiency;
7. Inform students as to school policies, application procedures, financial aid programs available, etc.;
8. Encourage students to visit the institution, to meet with instructors and counselors before final acceptance into a program;
9. Register and assist in scheduling all vocational students;
10. Consult with teachers to better assist all students to benefit from the programs in which they are enrolled;

11. Provide individual and group counseling as appropriate with regard to occupational, educational, personal and social problems;
12. Counsel and/or refer students with immediate needs (i.e., legal, financial, health, child care);
13. Coordinate services with appropriate state and federal agencies; (i.e., Vocational Rehabilitation, CETA etc.);
14. Assist other staff (teachers, placement personnel) in counseling students as to employability skills such as job application procedures;
15. Assist in placement services for graduates;
16. Coordinate program evaluation and follow-up activities; and
17. Make high school visitations to provide information on programs, availability of training opportunities in Montana and materials needed for entry into school.

Montana will provide guidance counselors with information, training and materials which reflect changing work patterns and nontraditional occupational trends during FY 80-82. This effort will be coordinated with the activities of the State Human Potential Development Consultant.

Montana VIEW

Program Description

Montana VIEW (Vital Information for Education and Work--formerly known as Project VIEW) is a career information delivery system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm. The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students or in a classroom setting.

Employment opportunities in Montana are constantly changing as are the skills, knowledge and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations. These factors highlight the need for a systematic approach to maintaining a current bank of occupational and educational information (Montana VIEW).

Sex Fairness

Original VIEW materials were written with reference to sex preference and characteristics in several occupational areas. Much time is being devoted to eliminate sex-bias and stereotyping by editing all VIEW materials.

Special Needs

Existing VIEW materials are being used at three special needs sites: Mental Health Center, Great Falls; Social Rehabilitation Service Training Center, Great Falls; and Helena Industries Incorporated, Helena. Special needs consultants and teachers are being contacted regarding feasibility of developing a separate VIEW deck for this sector.

Goals for Fiscal Year 1980

1. A VIEW inservice training program will be offered to participating schools.
2. Nonparticipating schools will be encouraged to develop VIEW programs to help students increase their awareness of career opportunities.

3. Collect current occupational data and update one-third of the VIEW deck and all other VIEW materials (Counselors' Manual and VIEW Index).
4. Develop a VIEW deck of apprenticeship program offerings in Montana.
5. Continue to work closely with the Human Potential Development and Special Needs Consultants.

Goals and Objectives for FY 80

1. On-site visitations will be conducted at 20 percent of existing programs and at each new program.
2. Nonparticipating schools will be contacted either through workshops, personally, by telephone or letter to explain advantages of the program and encourage participation.
3. Work with the Department of Labor and Industry, Coordinator of the Educational Information Centers, and private professional and industrial sectors to collect current data.
4. Work with the Apprenticeship Bureau to obtain information on occupations for apprenticeship in Montana and disseminate materials to schools.
5. (a) Help inform both men and women of the availability of apprenticeship programs.

(b) Work with counselors and teachers in demonstrating ways VIEW materials can be used with mainstreamed special needs students.

Goals and Objectives for FY 81

1. On-site visitations will be conducted at 25 percent of existing programs and at each new program.
2. Survey VIEW program coordinators determine utilization of materials and request ideas for improvement.
3. Update all VIEW materials. These materials will be provided on microfilm and, in addition, on hard copy. This will enable students in schools that do not have microfiche readers to use this information in career decision making.

4. Help provide occupational information to the Montana Learning System Center to be put on a computer and will be pilot tested in 13 schools.
5. Disseminate Montana apprenticeship program offerings to schools on microfilm and hard copy.
6. Develop bibliography of vocational guidance materials for distribution to counselors and career education coordinators.
7. Continue to edit materials to eliminate sexist language.
8. Work closely with the Special Needs Consultant to determine ways of using VIEW materials with special needs students.

Goals and Objectives for FY 82

1. The same school visitation schedule will be used as FY 81. Additional visitations and evaluation of usage will be made in the schools that are pilot testing the computer program.
2. Promote computer programs in other schools.
3. Collect and disseminate current information on job demand in Montana.
4. Work with the State Department of Labor in setting up regions in the state in order to have a more accurate data bank.
5. Conduct workshops throughout the state to assist counselors in career guidance. A counselor or outside consultant will be used in these workshops.
6. Work with office evaluation teams to determine effectiveness of VIEW materials and promote new materials available.

TAX CREDIT FOR EMPLOYERS PARTICIPATING IN COOPERATIVE EDUCATION PROGRAMS

The Revenue Act of 1978 (P.L. 95-600) established the Targeted Jobs Tax Credit (TJTC). The tax credits apply to wage costs incurred by firms between January 1, 1980, and December 31, 1982. This applies to employers who employ a "youth participating in a cooperative education program."¹

In order for employers to receive this tax credit for cooperative education students, the following procedures should be used:

1. Responsibility of the state sole agent for Vocational Education.

The sole agent must certify that the school's cooperative vocational education meets the requirements of P.L. 94-402; Section 122; 45 CFR 104.531 through 104,538. These requirements are:

- a. It is a six digit code program of vocational education.
- b. There is a written agreement between the school and the employers.
- c. There is instruction (including required academic instruction) in school related to the job in any occupation.
- d. The alternation of study and work are planned and supervised by the school and employer in order to further the student's education and employability.
- e. Students are employed and compensated in conformity with federal, state and local laws.

2. Responsibility of the Local School

The local school shall process Internal Revenue Service (IRS) form 6199 to certify that students are attending a qualified cooperative vocational education program. The course must meet the above-stated requirements.

3. The Responsibility of the Student or Employer

The student or employer shall obtain the IRS form 6199 from the local school as certification that the employer is providing employment for a vocational education student attending a qualified cooperative education program. The employer can use this certification to obtain a tax credit with the IRS.

¹Section 321, (1) Subtitle C; Public Law 95-600.

NATIONAL VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT CONSORTIUM

During FY 1979 a consortium, made up of representatives from each of the fifty states, was organized, by-laws written, and dues set. The consortium has begun operations in FY 1980. The dues for FY 1981 and FY 1982 will be \$1,000 (one thousand dollars) to be allocated from federal funds.

The overall purpose of the consortium is to support the leadership development activities for state directors and their staff.

C.E.T.A.

CETA

The Comprehensive Employment and Training Act (CETA) Amendments of 1978 reauthorized and amended the 1973 Act. The classroom training components of this legislation have generally been subgranted to the Superintendent of Public Instruction as the sole state agent for Vocational Education by the Governor as the Balance of State Prime Sponsor. Montana, a rural state, is a Balance of State operation with the exception of a six-county rural Concentrated Employment Program (CEP) area. The CETA Division of the Office of Public Instruction is located in the Department of Vocational and Occupational Services.

The Superintendent presently has subgrants for classroom training under Titles II, III, and IV. Under Title II the Superintendent receives funds under the Governor's six percent (6%) and Sections B and C. All adult classroom training provided through the public school system is subgranted to the Superintendent of Public Instruction. Both individual referral and class-size groups are funded with Title II B and C funds while adult basic education and world of work are provided with the six percent (6%) funds. The Superintendent has recently acquired subgrants under Title IV to operate youth programs in the public schools. Both one percent (1%) Vocational Education linkage funds and regular youth funds are utilized in an Experienced Based Career Education Model Field Learning Program which provides academic credit for competencies gained through job sampling and work experience.

The Superintendent is also involved in some local classroom training activities under Title II D and VI.

The Title III Skill Training Improvement Program is operating a heavy metal fabrication program at the Billings Vocational-Technical Center.

Within the next two years we anticipate that CETA will increase co-operation with Vocational Education, Career Education, and general education through CETA adult training, public service employment and private sector initiative programs as well as the CETA youth programs with the Career Education Incentive Act and the new youth initiatives.

COORDINATION BETWEEN CETA TITLE II (A)(B)(C)(D) AND TITLE II (INSTITUTIONAL TRAINING) AND VOCATIONAL EDUCATION

Vocational Education and the Comprehensive Employment and Training Act Amendments of 1978:

Institutional training for jobs is the charge specified in the subgrants between the Governor's Employment and Training Council and the Office of Public Instruction. The training is brought about by the utilization of funds from sources under Title II (A)(B)(C) and Title III of the Act.

Funds are used for vocational training in established training institutions of predetermined quality; namely, the five area vocational-technical schools, the three community colleges, and various Indian-sponsored vocational schools on the Indian reservations and in the licensed proprietary schools. Also, there is some secondary involvement.

Under the Act, the special six percent set-aside is earmarked for vocational education and given to the Governor of each state. The Governor provides these funds to the legally responsible office for vocational education. In Montana, the Office of Public Instruction is the responsible office and is administered through the legally designated administrator, the Superintendent of Public Instruction.

The six percent funds in Montana will be used for administration services, prevocational and basic education. Plans for fiscal year 1980 will have the six percent special grant funds used to prepare people for skill training through academic upgrading and orientation to the world of work.

Coordination of CETA, vocational education, and other employment training programs in Montana is accomplished through a variety of methods. The Office of Public Instruction is represented with voting membership on the Governor's Employment and Training Council, the Manpower Services Council and the Operations Committee, and reviews all programs operated through CETA funding. A member of the Governor's Employment and Training Council has membership on the State Advisory Council for Vocational Education and State Planning Council for Vocational Education and reviews programs to be sponsored by vocational education funds. Additionally, at the state level Montana is implementing a centralized student accounting system that will include enrollment, completion and follow-up of all students trained through programs funded by CETA and vocational education. This system will provide uniform student accounting which will eliminate duplicate student counts and provide for increased fiscal and program accountability.

At the local level, coordination of CETA, vocational education and other employment programs is facilitated through joint local operations committees which meet weekly to review programs to be operated in the area of the state they serve. Additionally all applications for vocational education assistance must provide a description of methods used to coordinate the programs being planned with other employment training programs in the area to be served.

VOCATIONAL-TECHNICAL CENTERS

MONTANA'S POSTSECONDARY VOCATIONAL TECHNICAL CENTER SYSTEM

Montana's Five Postsecondary Vocational-Technical Centers were created by the Montana Legislature in 1969 to serve the postsecondary vocational education needs of the State.

The centers currently offer programs in sixty-three (63) occupational areas and serve annually 3,645 (3,008 Full-Time Equivalent) students.

The 46th Montana Legislative Assembly strengthened the governance and administration of the postsecondary centers through clarification of the responsibility and authority roles between the local districts Board of Trustees and the State Superintendent of Public Instruction (Sole State Agent). The role of the local district trustees is characterized as serving the need for local control of day to day individual center operations and planning. The Superintendent's role is characterized as the administration and supervision of a coordinated system of five vocational-technical centers. As part of this legislative mandate the Superintendent must "formulate and put into effect uniform fiscal, student, staff, and program accounting systems for the postsecondary vocational-technical centers." Additional requirements include:

- 1) recommend a staffing pattern for the postsecondary vocational-technical centers;
- 2) provide for the evaluation of programs and service within each postsecondary vocational-technical center;
- 3) provide a postsecondary vocational-technical center system policy and procedure handbook for institutional operations that will standardize operations among the centers.

STANDARDIZATION

The goal of standardization at the postsecondary centers is to establish a system to affect the orderly operation, management and reporting of center activities and services. In addressing this goal the following activities/projects are planned and/or operational.

- 1) Statewide Budgeting and Accounting System (SBAS)

The 1979 Legislative Assembly enacted legislation that required all funds received by Vocational-Technical Centers to be deposited in the State Treasury and accounted for on the Statewide Budgeting and Accounting System (SBAS). The establishment of this system has required extensive modification and standardization of fund structure and clearer more concise definitions of operational aspects of center activities. Implementation of this system in July 1980 will provide compatible information between centers for comparative and analysis purposes, and facilitate accountability and data management potential.

2) Curriculum Standardization

One of the key elements in the standardization of vocational-technical center operations and procedures is curriculum. The Office of Public Instruction has committed one staff position for the current biennium to curriculum standardization at the postsecondary vocational-technical centers.

This curriculum consultant, in concert with local program staff, has been charged with the task of developing a standard curriculum proposal for each program duplicated at two or more vocational-technical centers.

Curriculum standardization will concentrate on standardizing course lengths, general course segments, course numbering and identification of major differences within similar programs.

Presently there are fourteen approved programs offered at two or more postsecondary centers. The goal is to develop workable curriculum in these fourteen programs by FY 1983. The pilot program area (Practical Nursing) is completed and will begin implementation during the fall quarter of FY 1981. At least three other programs are tentatively scheduled for completion by fall quarter FY 1981. Five additional programs are scheduled for completion by fall quarter of FY 1982 and the remainder of the programs are scheduled for completion by FY 1983.

3) Policies and Operating Procedures

The Superintendent of Public Instruction has prepared and will adopt policies for the governance of vocational education during fiscal year 1980. Adoption of these rules will provide the broad policy framework for the operation of all vocational education programs in Montana.

During fiscal year 1980 considerable effort was made to standardize terminology, definitions, and standards of reporting and the record keeping for the centers. This effort, although an on-going process, will culminate with the development of a Postsecondary Vocational-Technical Center Operations Manual during FY 1981.

4) Enrollments and Programs

The enrollments of the postsecondary centers have and should remain relatively stable for the period 1978-1981. Attaining this stability during a period of reduced budget authority and reduced programing was accomplished through increased economy and a slow erosion of student services. Little change in this pattern should be evident through fiscal year 1981. It is anticipated that the current economic slow-down, with its attendant high unemployment rates among youth and adults, will necessitate programing and enrollment increases approaching twenty (20) percent at the centers during fiscal year 1982.

FUND ALLOCATION TABLES

STATE FUNDING ALLOCATED TO REGULAR SECONDARY PROJECTS 1980-1982

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	
Beaverhead County High School	01.0100	78	\$ 3,039.	80	\$ 3,345.	82	\$ 12,864.			
	09.0101	56	1,306.	56	1,405.	56	5,406.			
	14.0702	12	376.	13	435.	14	1,673.			
Chinook High School	01.0100	47	1,761.	47	1,877.	49	7,219.			
	09.0101	65	1,269.	65	1,363.	65	5,242.			
	14.0702	7	210.	7	224.	8	861.			
Harlem High School	01.0100	40	1,668.	42	1,891.	44	7,273.			
	01.0300	14	1,182.	14	1,260.	14	4,846.			
	09.0101	44	1,127.	49	1,323.	50	5,088.			
Turner High School	01.0100	20	1,098.	22	1,287.	23	4,949.			
	01.0300	14	1,537.	14	1,639.	15	6,310.			
Broadwater County High School	09.0101	26	585.	26	624.	27	2,402.			
	14.0702	7	210.	7	224.	7	862.			
	99.0402			26	312.	27	1,201.			
Red Lodge High School	01.0100	18	747.	19	818.	20	3,149.			
	09.0101	56	1,345.	55	1,421.	56	5,470.			
	14.0704	6	194.	6	207.	6	796.			
	17.0302	9	549.	8	551.	9	2,121.			
	17.2306	9	768.	9	775.	9	2,983.			
Bridger High School	01.0100	53	2,415.	53	2,575.	54	9,913.			
	09.0101	18	506.	19	554.	20	2,132.			
Joliet High School	01.0100	60	2,787.	60	2,947.	61	11,345.			
	14.0702	4	147.	4	157.	5	604.			
Fromberg High School	01.0100	42	2,407.	43	2,597.	44	9,998.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	State Funds
Belfry High School	01.0100 14.0303	20 2	\$ 1,411. 113.	20 2	\$ 1,504. 120.	21 2	\$ 5,790. 462.			
Great Falls High School	01.0200	50	1,383.	50	1,485.	52	5,717.			
	01.0200c	19	630.	20	707.	22	2,721.			
	04.0800	312	4,140.	312	4,442.	317	17,101.			
	04.0800c	122	1,619.	121	1,712.	125	6,591.			
	09.0101	704	14,012.	707	15,003.	706	57,761.			
	09.0103	10	199.	10	212.	12	816.			
	09.0106	8	169.	8	170.	10	654.			
	09.0107	13	259.	13	276.	14	1,062.			
	09.0201c	44	584.	44	622.	46	2,394.			
	09.0203c	67	1,333.	68	1,443.	70	5,555.			
	14.0702	63	1,672.	64	1,811.	64	6,972.			
	14.0702c	53	1,406.	54	1,528.	56	5,882.			
	14.0704	12	332.	13	368.	14	1,416.			
	17.0302	80	4,273.	81	4,584.	84	17,648.			
	17.1001	28	1,135.	29	1,231.	30	4,739.			
Cascade High School	17.1300	43	1,234.	45	1,401.	45	5,393.			
	17.1500	64	1,274.	65	1,379.	66	5,309.			
	17.2300	43	1,871.	46	2,122.	48	8,169.			
	17.9901	100	1,990.	100	2,122.	103	8,169.			
	01.0100	57	3,290.	57	3,464.	59	13,336.			
	01.0300	55	3,516.	54	3,683.	56	14,179.			
	09.0101	53	1,320.	54	1,421.	55	5,470.			
Centerville High School	14.0303	35	1,152.	35	1,228.	36	4,727.			
	09.0101	33	911.	36	1,059.	37	4,077.			
	09.0202	4	74.	4	78.	4	300.			
	14.0702	8	294.	8	314.	9	1,208.			
	17.0302	6	221.	6	235.	6	904.			
	17.2306	7	322.	8	392.	8	1,509.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	
Belt High School	01.0100	40	\$ 1,447.	42	\$	43	\$ 1,620.	43	\$ 6,237.	
	01.0300	18	669.	18		19	694.	19	2,671.	
	09.0101	57	1,248.	59		60	1,366.	60	231.	
Simms High School	01.0100	68	2,820.	68		70	3,006.	70	11,573.	
	01.0300	50	2,073.	51		51	2,255.	51	8,681.	
	09.0101	20	497.	19		20	504.	20	1,940.	
	09.0102	2	50.	2		3	53.	3	204.	
	09.0103	11	274.	11		11	292.	11	1,124.	
	09.0106	2	50.	2		2	53.	2	204.	
	09.0107	3	75.	3		4	80.	4	308.	
	09.0108	2	62.	3		3	80.	3	308.	
	09.0109	2	37.	2		2	53.	2	204.	
	14.0704	19	1,261.	20		21	1,415.	21	5,447.	
Fort Benton High School	09.0101	30	697.	33		34	803.	34	3,091.	
	14.0303	16	487.	16		17	519.	17	1,998.	
	17.0302	11	670.	10		10	649.	10	2,498.	
	17.2300	13	548.	18		19	584.	19	2,248.	
Big Sandy High School	01.0100	77	3,435.	80		82	3,806.	82	14,653.	
	09.0101	35	937.	38		38	1,085.	38	4,177.	
	14.0303	11	393.	12		12	457.	12	1,759.	
	14.0702	7	250.	8		10	304.	10	1,170.	
Custer County High School	01.0300	65	4,199.	67		69	4,580.	69	17,633.	
	04.0800	43	1,331.	44		45	1,452.	45	5,590.	
	09.0101	79	1,846.	81		81	2,005.	81	8,643.	
	14.0303c	38	2,105.	38		40	2,245.	40	7,719.	
	17.0302	25	1,974.	26		28	2,146.	28	8,262.	
	17.1001	19	882.	19		20	941.	20	3,622.	
	17.2306	29	1,142.	31		33	1,279.	33	4,924.	
	99.0402	10	116.	10		13	124.	13	477.	

L.E.A.	O.E. Code	1980		1981		1982	
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds
Scobey High School	01.0100	53	\$ 2,278.	53	\$ 2,406.	54	\$ 9,263.
	09.0101	54	1,392.	53	1,444.	54	5,559.
	14.0303	6	204.	7	254.	8	977.
	17.1001	9	460.	10	545.	10	2,098.
	99.0402			10	136.	10	523.
Dawson County High School	04.0800	48	944.	50	1,056.	51	4,065.
	09.0101	174	4,040.	174	4,308.	178	16,585.
	14.0702	22	681.	22	726.	23	2,795.
	17.0302	37	1,146.	37	1,221.	39	4,700.
	17.0302c	8	248.	8	264.	11	1,016.
	17.1500	19	453.	20	495.	21	1,905.
	17.2300	30	944.	31	1,023.	31	3,938.
	17.2306	57	2,206.	57	2,352.	59	9,055.
	17.2306c	16	929.	16	990.	16	3,811.
Anaconda High School	09.0101	151	3,005.	151	3,204.	155	12,335.
	14.0702	34	1,805.	34	1,924.	35	7,407.
	17.0200	77	1,028.	79	1,118.	80	4,304.
	17.1001	43	1,732.	44	1,868.	45	7,191.
	17.1300	31	617.	30	637.	30	2,452.
	17.2300	54	1,433.	54	1,528.	57	5,882.
	17.2306	39	1,493.	40	1,627.	41	6,263.
	17.3100	89	1,781.	91	1,931.	98	7,434.
Baker High School	01.0100	34	1,229.	35	1,329.	37	5,116.
	04.0800	32	456.	33	501.	33	1,928.
	09.0101	69	1,475.	70	1,595.	72	6,140.
	14.0303	10	299.	10	304.	11	1,170.
	14.0702	15	441.	16	486.	17	1,871.
	17.1001	8	289.	9	342.	10	1,316.
Plevna High School	01.0100	25	1,721.	26	1,871.	27	7,199.
	09.0101	15	628.	16	691.	18	2,660.

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	
Fergus High School	01.0100	60	\$ 3,057.	61	\$ 3,301.	63	\$ 12,708.			
	09.0101	128	2,984.	132	3,268.	140	12,581.			
	14.0702	17	1,053.	17	1,122.	17	4,319.			
Moore High School	09.0101	36	1,161.	38	1,307.	39	5,031.			
Denton High School	01.0100	32	2,395.	32	2,514.	33	9,678.			
	09.0101	31	1,371.	30	1,414.	31	5,443.			
Winifred High School	01.0100	38	2,877.	38	3,068.	40	11,811.			
	01.0100c	6	454.	6	484.	7	1,863.			
Flathead High School	01.0100	96	7,431.	96	7,923.	100	30,503.			
	01.0300c	13	1,006.	13	1,073.	13	4,131.			
	04.0800	54	836.	56	924.	57	3,557.			
	09.0101	359	7,918.	359	8,443.	360	32,505.			
	09.0201	27	209.	27	223.	27	858.			
	09.0203c	45	1,057.	45	1,114.	45	4,288.			
	14.0303	36	1,115.	36	1,188.	37	4,573.			
	17.0301	60	1,393.	60	1,485.	62	5,717.			
	17.0302	39	2,415.	40	2,641.	43	10,167.			
	17.0302c	23	1,393.	24	1,519.	24	5,848.			
	17.1001	19	441.	19	470.	20	1,809.			
	17.1001c	13	805.	15	924.	16	3,557.			
	17.1300	67	1,567.	68.	1,684.	70	6,483.			
Big Fork High School	17.1900	36	836.	36.	891.	36	3,430.			
	17.2300	22	681.	22	726.	24	2,795.			
	09.0101	21	452.	21	471.	23	1,813.			
	09.0103	23	494.	23	516.	23	1,986.			
	09.0107	25	526.	25	561.	27	2,159.			
	09.0109	5	95.	5	112.	7	431.			
	09.0199	14	295.	14	314.	14	1,208.			
	17.0302	48	1,726.	49	1,825.	50	7,026.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	
Cut Bank High School	09.0101	109	\$ 2,253.	105	\$ 2,346.	106	\$ 9,032.			
	09.0202	9	126.	9	134.	10	515.			
	09.0203	9	189.	9	201.	11	773.			
	14.0702	19	531.	20	596.	22	2,294.			
	17.0302	32	2,725.	32	2,860.	31	11,011.			
	17.1001	5	210.	5	223.	5	858.			
	17.1500	5	105.	6	134.	7	515.			
Havre High School	04.0800	102	1,579.	103	1,700.	105	6,545.			
	09.0101	178	4,145.	180	4,456	181	17,155.			
	09.0109	6	139.	6	148.	7	569.			
	09.0202	1	8.	1	16.	1	61.			
	09.0203	27	627.	27	668.	28	2,571.			
	14.0303	37	2,291.	36	2,377.	37	9,151.			
	17.0302	41	3,855.	42	4,160.	43	16,016.			
	17.1300	18	418.	17	421.	19	1,620.			
	99.0402	38	731.	39	805.	41	3,099.			
Rudyard High School	09.0101	37	2,072.	37	2,179.	38	8,389.			
	17.2306	19	1,795.	20	1,963.	22	7,557.			
Inverness High School	09.0101	10	717.	12	917.	14	3,530.			
	14.0303	3	287.	4	408.	5	1,570.			
Whitehall High School	01.0100	26	920.	26	980.	27	3,773.			
	01.0300	15	1,061.	16	1,207.	17	4,646.			
	09.0101	65	1,379.	66	1,493.	68	5,748.			
	17.1001	13	414.	12	407.	14	1,566.			
	99.0402	20	212.	20	226.	21	870.			
Jefferson High School	09.0101	97	2,164.	98	2,331.	99	8,974.			
	14.0303	14	431.	14	444.	15	1,709.			
Hobson High School	01.0100	31	1,620.	31	1,700.	32	6,545.			
	09.0101	43	1,342.	43	1,415.	44	5,447.			
	14.0303	40	1,666.	41	1,798.	43	6,922.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment
Polson High School	01.0100	45	\$ 1,794.	45	\$	1,913.	46	\$	7,365.	
	09.0101	77	1,842.	79		2,105.	81		7,757.	
	09.0203	10	239.	10		255.	11		981.	
	14.0303c	13	415.	12		408.	13		1,570.	
	17.1900	17	550.	17		587.	18		2,259.	
	17.3100	39	1,136.	39		1,225.	40		4,716.	
	99.0402	32	383.	34		434.	37		1,670.	
St. Ignatius High School	09.0101	43	1,037.	44		1,131.	45		4,354.	
	17.2300	8	514.	8		548.	9		2,109.	
	99.0402	45	663.	46		720.	48		2,772.	
Helena High School	04.0800c	170	2,262.	170		2,405.	171		9,259.	
	09.0101	386	8,329.	387		8,913.	390		34,315.	
	09.0102	9	358.	9		382.	400		1,470.	
	14.0303	72	2,906.	72		3,112.	73		11,981.	
	14.0303c	18	491.	18		509.	19		1,959.	
	14.0702	37	1,552.	36		1,584.	37		6,098.	
	14.0702c	15	411.	15		424.	16		1,632.	
	14.0704c	15	385.	14		396.	15		1,524.	
	17.0302	247	11,969.	247		12,733.	250		49,022.	
	17.1001	67	2,130.	68		2,292.	70		8,824.	
	17.1300	94	1,881.	96		2,037.	98		7,824.	
	17.1500	128	2,547.	128		2,716.	130		10,456.	
	17.2306	115	7,497.	117		8,100.	119		31,185.	
	17.3100	17	677.	17		721.	18		2,775.	
Augusta High School	01.0100	40	2,327.	42		2,573.	44		9,906.	
	09.0101	37	1,275.	38		1,397.	39		7,303.	
	14.0702	10	965.	11		1,078.	13		4,150.	
Troy High School	09.0101	51	1,182.	52		1,285.	53		4,947.	
	14.0702	10	293.	10		329.	11		1,266.	
	17.1001	8	371.	8		395.	9		1,520.	
	99.0402	32	371.	32		395.	31		1,520.	

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	
Libby High School	04.0800	112	\$ 1,734.	112	\$ 1,849.	113	\$ 4,947.			
	09.0101	100	2,310.	101	2,501.	102	9,628.			
	09.0201	7	58.	8	66.	10	254.			
	14.0303	27	1,517.	28	1,650.	29	6,352.			
	14.0704	27	1,517.	28	1,650.	29	6,352.			
	17.0302	95	3,514.	96	3,796.	98	14,614.			
	17.1001	21	998.	22	1,089.	23	4,192.			
	17.2306	62	2,399.	64	2,641.	66	10,167.			
Lincoln County High School	09.0101	45	959.	49	1,102.	52	4,242.			
	09.0102	3	74.	4	90.	5	346.			
	09.0103	6	126.	6	135.	7	519.			
	09.0107	8	179.	9	202.	10	777.			
	09.0109	7	148.	7	157.	7	604.			
	14.0303	8	225.	8	239.	9	920.			
	17.0302	21	1,209.	22	1,319.	24	5,078.			
	17.1001	6	253.	6	270.	7	1,039.			
	17.2306	41	2,917.	43	3,222.	45	12,404.			
	99.0402	17	179.	18	202.	18	777.			
	Sheridan High School	01.0100	59	2,685.	59	2,839.	60	10,930.		
	09.0101	82	2,234.	82	2,367.	83	9,112.			
	14.0303	11	397.	11	423.	12	1,628.			
Twin Bridges High School	01.0100	7	654.	7	639.	8	2,460.			
	01.0300	15	1,334.	15	1,394.	16	5,366.			
	09.0101	28	931.	28	976.	28	3,757.			
White Sulphur Springs High School	09.0101	47	1,432.	46	1,494.	47	5,751.			
	14.0303	5	223.	6	260.	7	1,001.			
	17.0302	29	2,356.	30	2,599.	32	10,006.			
	99.0402	16	503.	16	520.	17	2,002.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	
Missoula High School	01.0100	40	\$ 2,112.	40	\$ 2,224.	41	\$ 8,562.			
	01.0100c	3	156.	3	167.	4	642.			
	01.0700	79	3,296.	80	3,559.	81	13,702.			
	04.0800	366	5,716.	368	6,117.	370	23,550.			
	07.0303	6	63.	6	67.	7	257.			
	07.9900	22	185.	22	195.	23	750.			
	09.0101	1403	21,961.	1408	23,490.	1411	90,436.			
	09.0201	76	396.	76	423.	76	1,628.			
	09.0299c	114	2,378.	113	2,514.	114	9,678.			
	14.0303	41	855.	42	934.	44	3,595.			
	14.0702	48	2,003.	48	2,135.	49	8,219.			
	14.0704c	82	3,422.	82	3,648.	83	14,044.			
	17.0302	91	2,848.	92	3,070.	94	11,819.			
	17.1001	40	939.	40	1,001.	40	3,853.			
	17.1300	48	1,138.	48	1,201.	50	4,623.			
	17.1500	3	70.	3	75.	4	288.			
	17.2300	41	1,346.	42	1,468.	43	5,651.			
Roundup High School	17.2306	33	1,310.	33	1,376.	34	5,297.			
	17.9901	12	188.	12	200.	13	770.			
	99.0402	101	1,185.	102	1,276.	102	4,912.			
	01.0100	28	1,257.	27	1,303.	28	5,016.			
	09.0101	50	1,037.	48	1,072.	50	4,127.			
Melstone High School	14.0303	7	419.	7	417.	8	1,605.			
	17.0302	15	866.	16	953.	17	3,669.			
	99.0402	13	136.	14	156.	16	600.			
	01.0100	25	1,718.	25	1,869.	26	7,195.			
	09.0101	21	883.	21	897.	22	3,453.			
Park High School	01.0100	86	2,853.	86	3,042.	87	11,711.			
	04.0800c	26	690.	26	736.	26	2,833.			
	09.0101	165	3,294	166	3,523.	168	13,563.			
	14.0303	15	823.	16	905.	17	3,485.			
	17.1001	27	1,612.	28	1,783.	30	6,864.			
	99.0402			18	191.	18	735.			

L.E.A.	O.E. Code	1980		1981		1982	
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds
Clyde Park High School	01.0100	30	\$ 1,647.	30	\$ 1,756.	31	\$ 6,760.
	01.0300	9	988.	10	1,170.	12	4,504.
	09.0101	6	198.	6	211.	6	812.
	09.0103	4	132.	4	140.	4	539.
	09.0109	8	263.	8	281.	9	1,081.
	09.0199	9	296.	10	351.	11	1,351.
	14.0303	8	703.	8	749.	9	2,883.
Saco High School	01.0100	38	2,400.	39	2,626.	40	10,110.
Malta High School	01.0100		2,481.	71	2,703.	72	10,406.
	09.0101	114	2,453.	115	2,627.	117	10,113.
	14.0303	12	343.	12	366.	12	1,409.
	14.0702	10	300.	10	305.	10	1,174.
Conrad High School	01.0100	14	979.	14	1,044.	15	4,019.
	01.0300	128	4,494.	129	4,810.	131	18,518.
	01.9900	11	769.	11	820.	11	3,157.
	09.0101	68	1,437.	69	1,544.	71	5,944.
	14.0303	14	391.	14	418.	15	1,609.
	14.0702	23	1,315.	23	1,372.	24	5,282.
	14.0704	17	476.	17	507.	18	1,951.
Valier High School	99.0101	38	1,021.	38	1,088.	39	4,188.
	99.0402	33	450.	34	486.	36	1,871.
Powder River County High School	01.0100	35	1,369.	37	1,543.	38	5,940.
	09.0101	36	845.	37	925.	39	3,561.
	14.0702	4	141.	5	167.	6	642.
	17.1001	10	469.	10	500.	11	1,925.
	99.0402	19	323.	20	350.	22	1,347.
Powell County High School	01.0100	74	3,935.	75	4,217.	75	16,235.
	09.0101	98	2,337.	98	2,479.	100	9,544.
	14.0704	23	728.	24	810.	25	3,118.
	99.0402	31	374.	32	405.	33	1,559.

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	State Funds
Corvallis High School	09.0101	16	\$ 368.	16	\$ 381.	17	\$ 1,466.	17	\$ 1,955.	
	14.0303	16	476.	16	508.	17		17		
Stevensville High School	01.0100	105	7,418.	105	7,818.	105	30,099.	105	30,099.	
	09.0101	84	1,745.	85	1,872.	87	7,207.	87	7,207.	
	14.0303	9	262.	10	294.	12	1,131.	12	1,131.	
Hamilton High School	09.0101	126	2,511.	126	2,677.	128	10,306.	128	10,306.	
	14.0303	9	239.	10	283.	11	1,089.	11	1,089.	
	17.1001	20	598.	20	637.	21	2,452.	21	2,452.	
	99.0401	35	372.	35	372.	36	1,432.	36	1,432.	
	99.0402	38	379.	38	404.	38	1,555.	38	1,555.	
Victor High School	09.0101	34	939.	35	1,015.	37	3,907.	37	3,907.	
	09.0299	12	326.	12	348.	13	1,339.	13	1,339.	
	14.0303	22	816.	23	889.	25	3,422.	25	3,422.	
	99.0402	33	449.	34	493.	34	1,898.	34	1,898.	
Florence-Carlton High School	09.0101	31	718.	30	741.	31	2,852.	31	2,852.	
	14.0303	8	247.	8	263.	9	1,012.	9	1,012.	
	14.0702	2	77.	3	99.	4	381.	4	381.	
Sidney High School	01.0100	76	2,544.	78	2,784.	80	10,718.	80	10,718.	
	04.0800	26	348.	27	386.	29	1,486.	29	1,486.	
	04.0800c	7	94.	8	114.	9	438.	9	438.	
	09.0101	147	2,953.	151	3,234.	155	12,450.	155	12,450.	
	14.0702	12	321.	12	343.	13	1,320.	13	1,320.	
	14.0702c	8	214.	8	229.	8	881.	8	881.	
	99.0402	41	412.	42.	450.	44	1,732.	44	1,732.	
Fairview High School	01.0100	78	4,979.	76	5,220	77	21,097.	77	21,097.	
	09.0101	55	1,382.	55	1,460.	56	5,621.	56	5,621.	
	14.0303	10	332.	10	354.	11	1,362.	11	1,362.	
	14.0704	2	66.	2	71.	3	273.	3	273.	
	17.0302	23	1,560.	25	1,770.	27	6,814.	27	6,814.	

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	
Culbertson High School	01.0100	40	\$ 2,030.	40	\$ 2,138.	41	\$ 8,231.			
	09.0101	22	677.	23	737.	25	2,837.			
	14.0702	6	261.	6	256.	7	985.			
Wolf Point High School	01.0100	66	2,301.	67	2,490.	69	9,586.			
	09.0101	37	784.	38	847.	39	3,260.			
	09.0199	37	774.	38	847.	39	3,260.			
	14.0702	7	195.	7	208.	8	800.			
	99.0402	4	47.	5	56.	6	215.			
Bainville High School	01.0100	14	976.	15	1,115.	17	4,292.			
Forsyth High School	01.0100	75	2,970.	78	3,272.	77	12,597.			
	09.0101	32	755.	33	830.	36	3,195.			
	14.0303	5	173.	6	201.	7	773.			
Rosebud High School	01.0100	72	5,269.	72	5,618.	73	21,921.			
	09.0101	39	1,712.	40	1,873.	42	7,221.			
	14.0303	6	176.	4	250.	5	962.			
Colstrip High School	09.0101	57	1,522.	56	1,581.	57	5,844.			
	09.0102	9	251.	9	254.	10	977.			
	14.0303	15	1,024.	14	1,054.	15	4,057.			
	14.0702	20	706.	20	753.	21	2,899.			
	99.0402	21	477.	22	536.	24	2,063.			
Plains High School	09.0101	52	1,224.	50	1,255.	52	4,831.			
	14.0303	23	722.	22	736.	23	2,833.			
	99.0402			28	477.	30	1,836.			
Hot Springs High School	09.0101	41	1,324.	42	1,446.	44	5,567.			
	14.0702	12	517.	11	505.	12	1,944.			
	17.0302	12	538.	13	597.	14	2,298.			
	17.2306	13	700.	13	746.	14	2,872.			
	99.0402	5	81.	16	275.	22	1,058.			

L.E.A.	O.E. Code	1980		1981		1982	
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds
Medicine Lake High School	01.0100 09.0101	45 13	\$ 2,597. 462.	46 13	\$ 2,799. 475.	47 14	\$ 10,776. 1,828.
Plentywood High School	01.0100 09.0101 01.0300	59	2,101. 1,282. 1,667.	80 60	3,514. 1,390.	82 61	13,528. 5,351.
Park City High School	01.0100 09.0101	45 45	1,943. 1,166.	46 48	2,095. 1,311.	48 50	8,065. 5,047.
Columbus High School	01.0100 09.0101 14.0303	88 37 15	3,638. 918. 513.	86 38 16	3,791. 1,005. 564.	87 40 17	14,595. 3,869. 2,171.
Rapelje High School	99.0402			9	208.	10	800.
Absarokee High School	01.0100 09.0101 14.0303	40 59 6	1,819. 1,589. 233.	44 59 6	2,107. 1,695. 230.	48 60 7	8,111. 6,525. 885.
Sweet Grass County High School	01.0100 09.0101 14.0303	144 70 12	6,470. 1,881. 448.	142 72 13	6,780. 2,062. 497.	144 74 14	26,103. 7,938. 1,913.
Choteau High School	01.0100 09.0101	67 79	3,151. 1,642.	66 75	3,300. 1,811.	67 77	12,705. 6,972.
Fairfield High School	01.0100 01.0300 09.0101 14.0704 17.0302	35 17 45 10 20	1,427. 713. 1,113. 652. 1,304.	34 17 45 10 21	1,478. 739. 1,173. 695. 1,460.	35 18 46 11 22	5,690. 2,845. 4,516. 2,675. 5,621.
Dutton High School	01.0100	33	1,921.	34	2,081.	35	8,011.

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	
Sunburst High School	17.0302	26	\$ 2,184.	26	\$ 2,329.	27	\$ 8,966.			
Shelby High School	01.0100	37	2,611.	38	2,859.	40	11,007.			
	09.0101	211	4,467.	214	4,831.	217	18,599.			
	14.0303	12	325.	12	361.	13	1,389.			
	14.0702	2	71.	3	90.	4	346.			
	17.0302	49	2,767.	50	3,010.	53	11,588.			
Glasgow High School	09.0101	223	4,438.	224	4,754.	226	18,302.			
	14.0303	26	690.	26	736.	27	2,833.			
	17.0302	31	2,508.	32	2,716.	34	10,456.			
	99.0402	27	269.	28	297.	30	1,143.			
Hinsdale High School	01.0100	21	1,489.	22	1,624.	23	6,252.			
	01.0300	16	1,627.	16	1,772.	17	6,822.			
	09.0101	16	665.	17	753.	18	2,899.			
Opheim High School	01.0100	42	2,129.	42	2,270.	43	8,739.			
	09.0101	44	1,277.	46	1,424.	48	5,482.			
	14.0303	9	697.	10	825.	12	3,176.			
Nashua High School	09.0101	60	1,883.	61	2,025.	61	7,796.			
	14.0303	14	498.	14	531.	15	2,044.			
Harlowton High School	01.0100	51	2,186.	51	2,331.	52	8,974.			
	09.0101	75	1,942.	75	2,057.	76	7,919.			
	14.0303	6	206.	6	219.	7	843.			
Wibaux High School	01.0100	35	1,572.	34	1,628.	35	6,267.			
	09.0101	46	1,239.	46	1,321.	47	5,085.			
	14.0702	14	503.	14	536.	15	2,063.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	Estimated Enrollment	Enrollment	State Funds	
Billings High School	01.0100	140	\$ 10,886.	141	\$ 11,648.	143	\$ 46,844.			
	04.0800c	33	1,023.	33	1,090.	34	4,196.			
	09.0202	105	3,270.	105	3,470.	105	13,359.			
	09.0203	44	2,069.	45	2,231.	47	8,589.			
	14.0303	70	4,370.	71	4,692.	73	18,064.			
	14.0702	83	5,176.	83	5,485.	84	21,117.			
	17.0302	190	11,777.	190	12,557.	191	48,344.			
	17.1001	172	8,019.	172	8,526.	172	32,825.			
	17.1300	42	1,952.	42	2,082.	44	8,015.			
	17.1500	60	2,789.	61	3,024.	63	11,642.			
	17.1900	103	4,788.	103	5,105.	104	19,654.			
	17.2300	103	6,415.	104	6,873.	105	26,461.			
17.9902	42	1,952.	42	2,082.	43	8,015.				
Laurel High School	09.0101	167	3,878.	167	4,135.	168	15,919.			
	14.0303	38	1,176.	38	1,254.	39	4,827.			
	14.0702	16	511.	16	528.	16	2,032.			
	17.0302	45	2,787.	46	3,037.	48	11,692.			
Custer High School	01.0100	42	3,365.	42	3,588.	43	13,813.			
	14.0702	5	280.	6	359.	8	1,382.			
Broadview High School	09.0101	15	577.	16	679.	18	2,614.			
	14.0303	8	424.	8	452.	8	1,740.			
	14.0702	1	53.	2	113.	3	435.			
	17.0302	10	1,591.	10	1,697.	11	6,533.			
Huntley Project High School	01.0100	79	2,781.	80	2,984.	82	11,488.			
	01.0300	25	857.	26	970.	28	3,734.			
	09.0101	144	3,033.	145	3,245.	147	12,493.			
Shepherd High School	09.0101	94	2,156.	96	2,347.	98	9,035.			
	14.0303	26	810.	26	848.	27	3,264.			
	17.0302	32	978.	32	1,043.	33	4,015.			
	17.1001	12	275.	12	293.	12	1,128.			
	17.2306	23	879.	24	978.	25	3,765.			

L.E.A.	O.E. Code	1980			1981			1982		
		Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	Estimated Enrollment	State Funds	
Hardin High School	01.0100	65	\$ 2,623.	64	\$ 2,706.	65	\$ 10,418.			
	04.0800c	23	318.	23	332.	24	1,278.			
	09.0101	88	1,797.	90	1,948.	93	7,499.			
	14.0704	5	271.	5	289.	5	1,112.			
	17.0302	31	1,340.	32	1,443.	34	5,555.			
Ronan High School	01.0100	70	2,418.	70	2,578.	70	9,925.			
	09.0101	163	3,389.	161	3,558.	163	13,698.			
	14.0303	4	111.	4	118.	4	454.			
	14.0702	6	116.	7	206.	9	793.			
	14.0702c	22	622.	23	678.	25	2,610.			
	17.0302	15	829.	14	825.	15	3,176.			
	17.1001	25	725.	24	751.	25	2,891.			
	99.0402			24	265.	25	1,020.			
										140
Charlo High School	09.0101	50	1,148.	54	1,273.	55	4,901.			
	14.0303	5	153.	5	163.	6	627.			
	14.0702	3	92.	2	65.	3	250.			
	17.0302	12	735.	12	784.	13	3,018.			
	99.0402	24	390.	24	416.	25	1,601.			
Butte High School	09.0101			180	4,456.	182	17,155.			
	14.0704	46	1,920.	47	2,080.	49	8,008.			
	17.0302	50	3,127.	51	3,367.	53	12,962.			
	17.1001	35	1,625.	36	1,783.	37	6,864.			
	17.1300	52	1,486.	52	1,585.	53	6,102.			
	17.1500	35	1,161.	36	1,287.	37	4,954.			
	17.2300	30	1,858.	30	1,981.	32	7,626.			
	17.2306	38	2,245.	38	2,393.	39	9,213.			
	17.3100	50	1,173.	51	1,263.	53	4,862.			
Totals		22,426	720,000.	23,082	780,000.	24,105	3,000,000.			

It is noted that the request for State funding for regular secondary projects in FY 80,81 was 6,000,000. This amount was decreased by the Legislature to 1,500,000 for the 80,81 biennium. This required a percentage of project costs to be paid to the L.E.A. and the rejection of expansion of vocational education projects. We will again request funding based on the original amount requested.

SECTION 120 DISADVANTAGED

	1980		1981		1982	
	Federal	Local	Total	Federal	Local	Total
Arlee	\$	\$	\$	\$	\$	\$
Montana Probation	18,431.	18,447.	36,878.	17,825.	17,825.	35,650.
Red Lodge	45,488.	55,094.	100,582.	35,512.	75,318.	110,830.
Great Falls	81,827.	81,828.	163,655.	81,827.	107,559.	189,386.
Salish-Kootenai C.C.	53,257.	34,224.	67,481.	31,187.	33,337.	64,524.
Scobey	35,000.	64,981.	99,981.	32,525.	40,000.	72,525.
Swan River Youth Camp	35,000.	139,749.	174,749.	25,300.	98,434.	123,734.
Opheim	33,702.	55,590.	88,292.			
Whitewater	14,275.	14,620.	28,895.	12,530.	14,620.	27,150.
Lambert	34,800.	34,887.	69,687.	27,800.	27,800.	55,600.
Swan River (amend.)	14,000.		14,000.	5,000.	5,000.	10,000.
Butte Vo Tech	24,798.	24,798.	49,596.	51,515.	73,420.	124,935.
Mountain View School				8,815.	9,000.	17,815.
Pine Hills School				14,700.	58,451.	73,151.
Dull Knife Memorial (LESA)	4,690.	4,690.	9,380.	4,690.	4,690.	9,380.
Pine Hills School				30,500.	30,500.	61,000.
Salish Kootenai C.C.	\$375,268.	\$528,908.	\$904,176.	48,826.	48,826.	97,652.
TOTAL				\$470,219.	\$644,780	\$1,073,332.
						\$375,268.

It should be noted that only the project from Mountain View School will be continued into fiscal year 1982; thus, the disadvantaged set-aside allocation will be based on project applications and funding formula considerations. It is impossible at this time to determine where the eligible recipients of these funds will be for fiscal year 1982.

* Based on 1980 Funding levels.

SECTION 120 HANDICAPPED

	1980		1981		1982	
	Federal	Local	Total	Federal	Local	Total
Granite County (2)	\$ 15,879.	\$ 15,879.	\$ 31,758.	\$	\$	\$
Park County	12,791.	21,628.	34,419.			
Flathead County	41,308.	44,642.	85,950.			
Bozeman Public	17,269.	19,281.	36,550.	18,622.	38,118.	56,740.
Warm Springs	18,565.	63,263.	81,828.	19,734.	73,933.	93,667.
Wolf Point	6,360.	12,813.	19,173.	9,070.	14,317.	23,387.
State Deaf School	38,256.	94,346.	132,602.	33,866.	33,866.	67,732.
Butte High School	10,000.	10,000.	20,000.			
Swan River Youth Camp	5,500.	5,500.	11,000.			
Warm Springs	21,706.		21,706.			
Livingston				14,360.	24,192.	38,552.
Billings				48,764.	115,433.	164,197.
Billings (2)				5,825.	5,825.	11,650.
Swan River Youth Camp						187,634.
TOTAL	\$187,634.	\$287,352.	\$474,986.	\$150,241.	\$305,684.	\$455,925.
						\$187,634.

It should be noted that only the projects from Granite County and Billings (2), will be eligible to receive federal funds in fiscal year 1982. The handicapped set aside allocations for 1982 will be based on funding formula considerations and project applications. It is not feasible to predict where the eligible recipients will be at this time.

* Based on 1980 funding levels.

VOCATIONAL-TECHNICAL EDUCATION CENTERS
FUNDING SOURCES

	<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>	<u>TOTALS</u>
<u>1980</u>						
Federal	\$ 208,638	\$ 162,434	\$ 175,126	\$ 267,867	\$ 299,263	\$1,113,328
State	552,165	533,393	550,312	965,696	992,330	3,593,896
Local	361,383	177,473	216,005	207,011	317,859	1,279,731
TOTAL	1,122,186	873,300	941,443	1,440,574	1,609,452	5,986,955
<u>1981</u>						
Federal	204,407	162,880	176,240	269,091	300,710	1,113,328
State	543,697	570,358	587,591	1,039,076	1,056,409	3,797,131
Local	416,158	194,712	240,164	224,162	355,548	1,430,744
TOTAL	1,164,262	927,950	1,003,995	1,532,329	1,712,667	6,341,203

1982 The 1982 Allocation of Funds will be determined by Federal funding levels and State Legislative intent. It is projected that these funding levels will be increased to increase enrollments and add new projects to the Tech Centers, but no amounts are available at this time.

VOCATIONAL TECHNICAL CENTERS FY 1980

Expenditures by USOE Code

		<u>USOE</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Total</u>
Ag Production	Bil.	01.0100	10,641	28,160	18,431	57,231
Ag Mechanics	Hln.	01.0300	16,072	57,942	12,421	86,452
	Bil.		8,971	23,743	15,539	48,245
Forestry	Msl.	01.0700	27,532	91,294	29,243	148,070
Total Agriculture		01.	63,216	201,139	75,634	339,998
Mid Management	Msl.	04.0800	23,342	77,402	24,793	125,537
	Bil.		10,432	27,608	18,069	56,109
Total Distributive Ed.		04.	33,774	105,010	42,862	181,646
Dental Asst.	G.F.	07.0101	18,563	58,333	22,897	99,793
L.P.N.	G.F.	07.0302	24,343	76,493	30,025	130,861
	Hln.		18,751	67,599	14,491	100,848
	Msl.		19,153	63,509	20,343	103,005
	Bte.		25,502	83,743	27,863	137,108
	Bil.		22,950	60,738	39,752	123,440
Nurse Aide	G.F.	07.0303	11,909	37,421	14,688	64,018
Oper. Rm. Tech.	Msl.	07.0305	12,868	42,670	13,668	69,206
Respiratory Ther.	Msl.	07.0903	15,562	51,601	16,529	83,691
Total Health Ed.		07.	169,601	541,107	200,256	911,970
Food Service	Msl.	09.0203	15,562	51,601	16,529	83,692
	Bil.		14,813	39,204	25,658	79,675
Total Wage H.Ec.			30,375	90,805	42,187	163,367
Acctg/Book.	G.F.	14.0100	18,914	59,434	23,329	101,676
	Hln.		13,126	47,319	10,144	70,588
	Msl.		17,357	57,555	18,436	93,348
	Bte.		11,370	37,338	12,423	61,131
	Bil.		10,849	28,713	18,792	58,354
Business Data	G.F.	14.0201	15,236	47,877	18,792	81,906
	Hln.		17,679	63,736	13,663	95,078
	Msl.		33,218	110,149	35,282	178,649
	Bte.		14,132	46,405	15,440	75,977
Educational Asst.	Msl.	14.0600	12,270	40,686	13,032	65,988
Secretarial/Cler.	Bil.	14.0300	11,058	29,265	19,153	59,476
Secretarial	G.F.	14.0700	32,398	101,808	39,961	174,167
	Hln.		22,769	82,085	17,596	122,449
	Msl.		43,393	143,888	46,090	233,371
	Bte.		19,492	64,007	21,297	104,796
	Bil.		11,266	29,817	19,515	60,598
Total Office Ed.		14.	304,527	990,082	342,945	1,637,552

VOCATIONAL TECHNICAL CENTERS FY 1980

Expenditures by USOE Code

Page 2

		<u>USOE</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Total</u>
Civil Engineering	Bte.	16.0107	11,046	36,271	12,068	59,384
Electronic Tech.	Hln.	16.0108	27,590	99,467	21,322	148,389
Electro/Mech Tech.	Msl.	16.0109	21,846	72,440	23,204	117,490
	Bte.		15,431	50,672	16,860	82,964
Total Technical Ed.		16.	75,913	258,850	73,454	408,227
Refrig/Air Cond.	Bil.	17.0300	14,605	38,652	24,297	78,553
Auto Body	G.F.	17.0301	15,061	47,327	18,576	80,964
Auto Mech.	Bil.		17,108	45,278	29,633	92,019
	Hln.	17.0302	26,788	96,569	20,701	144,059
	Bte.		16,243	53,339	17,747	87,330
	Bil.		23,576	62,395	40,836	126,807
Aviation Tech.	Hln.	17.0400	23,037	83,050	17,803	123,889
Building Trades	Hln.	17.1001	19,019	68,564	14,698	102,289
Diesel Mech.	Hln.	17.1200	18,483	66,633	14,284	99,348
	Bil.		18,152	48,038	31,440	97,630
Drafting	Bte.	17.1300	9,746	32,004	10,648	52,398
	Bil.		11,058	29,265	19,153	59,476
Heavy Equip M/op	Msl	17.1003	23,343	77,402	24,793	125,537
Machine Shop	Hln.	17.2302	7,232	26,074	5,589	38,895
	Bte.		10,721	35,204	11,713	57,638
Welding	Hln.	17.2306	18,751	67,599	14,491	100,848
	Msl.		15,562	51,601	16,529	83,692
	Bte.		18,355	60,273	20,054	98,683
	Bil.		23,159	61,290	40,114	124,563
Radio & TV	Hln.	17.1500	16,340	58,907	12,628	87,875
Small Engine	Msl.	17.3100	18,255	60,532	19,390	98,177
	Bte.		10,396	34,137	11,358	55,891
Watchmaking	G.F.	17.2100	13,485	42,374	16,632	72,491
Truck Driving	Hln.	17.9901	8,572	30,902	6,624	46,098
Truck & Coach Mech.	Hln.	17.9902	13,661	49,250	10,558	73,469
Multi-Occup.	G.F.	17.9903	25,218	79,245	31,105	135,568
Total T and I		17.	435,926	1,405,904	502,394	2,344,197
Total			*1,113,332	3,592,897	1,279,732	5,986,957

*Differences in state and local amounts on this table and the table on page 143 are due to state and local funds used for other operational cost not directly associated with programs. Also FY 1981 program costs have not been projected by USOE code because number of programs has not been definitely determined.

VOCATIONAL-TECHNICAL CENTERS
ESTIMATED ENROLLMENTS

		<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>	<u>TOTAL</u>
FY 80	01.0100	14	--	--	--	--	14
FY 81		14	--	--	--	--	14
FY 82		14	--	--	--	--	14
FY 80	01.0300	9	--	--	29	--	38
FY 81		9	--	--	29	--	38
FY 82		9	--	--	29	--	38
FY 80	01.0700	--	--	--	--	--	54
FY 81		--	--	--	--	54	54
FY 82		--	--	--	--	54	54
FY 80	04.0800	28	--	--	--	69	97
FY 81		28	--	--	--	69	97
FY 82		28	--	--	--	69	97
FY 80	07.0101	--	--	68	--	--	68
FY 81		--	--	68	--	--	68
FY 82		--	--	68	--	--	68
FY 80	07.0302	98	74	79	59	53	363
FY 81		98	74	79	59	53	363
FY 82		98	74	79	59	53	363
FY 80	07.0303	2	--	51	--	--	53
FY 81		2	--	51	--	--	53
FY 82		2	--	51	--	--	53
FY 80	07.0305	--	--	--	--	33	33
FY 81		--	--	--	--	33	33
FY 82		--	--	--	--	33	33
FY 80	07.0903	--	--	--	--	40	40
FY 81		--	--	--	--	40	40
FY 82		--	--	--	--	40	40
FY 80	09.0203	80	--	--	--	35	115
FY 81		80	--	--	--	35	115
FY 82		80	--	--	--	35	115
FY 80	14.0100	--	50	104	52	113	319
FY 81		--	50	104	52	113	319
FY 82		--	50	104	52	113	319
FY 80	14.0201	--	54	41	64	39	198
FY 81		--	54	41	64	39	198
FY 82		--	54	41	64	39	198

VOCATIONAL-TECHNICAL EDUCATION CENTERS
ESTIMATED ENROLLMENTS (cont.)

	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
FY 80	14.0203	--	--	--	37	37
FY 81	--	--	--	--	37	37
FY 82	--	--	--	--	37	37
FY 80	14.0300	160	90	--	78	371
FY 81	160	43	90	--	78	371
FY 82	160	43	90	--	78	371
FY 80	14.0600	--	--	--	10	10
FY 81	--	--	--	--	10	10
FY 82	--	--	--	--	10	10
FY 80	14.0700	45	109	54	151	409
FY 81	45	50	109	54	151	409
FY 82	45	50	109	54	151	409
FY 80	17.0100	60	--	--	--	60
FY 81	60	--	--	--	--	60
FY 82	60	--	--	--	--	60
FY 80	17.0301	62	36	--	--	98
FY 81	62	--	36	--	--	98
FY 82	62	--	36	--	--	98
FY 80	17.0302	96	--	88	--	250
FY 81	96	66	--	88	--	250
FY 82	96	66	--	88	--	250
FY 80	17.0400	--	--	73	--	73
FY 81	--	--	--	73	--	73
FY 82	--	--	--	73	--	73
FY 80	17.0108	--	--	63	21	84
FY 81	--	--	--	63	21	84
FY 82	--	--	--	63	21	84
FY 80	17.1001	--	--	70	--	70
FY 81	--	--	--	70	--	70
FY 82	--	--	--	70	--	70
FY 80	17.2306	108	--	51	21	232
FY 81	108	52	--	51	21	232
FY 82	108	52	--	51	21	232
FY 80	17.2302	--	--	19	--	37
FY 81	--	18	--	19	--	37
FY 82	--	18	--	19	--	37

VOCATIONAL-TECHNICAL CENTERS
ESTIMATED ENROLLMENTS (cont.)

	<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>	<u>TOTAL</u>
FY 80	--	--	--	24	--	24
FY 81	--	--	--	24	--	24
FY 82	--	--	--	24	--	24
FY 80	--	--	--	23	--	23
FY 81	--	--	--	23	--	23
FY 82	--	--	--	23	--	23
FY 80	--	--	--	10	--	10
FY 81	--	--	--	10	--	10
FY 82	--	--	--	10	--	10
FY 80	36	27	--	--	--	63
FY 81	36	27	--	--	--	63
FY 82	36	27	--	--	--	63
FY 80	96	--	--	47	--	143
FY 81	96	--	--	47	--	143
FY 82	96	--	--	47	--	143
FY 80	--	20	--	--	34	54
FY 81	--	20	--	--	34	54
FY 82	--	20	--	--	34	54
FY 80	--	--	45	--	--	45
FY 81	--	--	45	--	--	45
FY 82	--	--	45	--	--	45
FY 80	--	--	16	--	--	16
FY 81	--	--	16	--	--	16
FY 82	--	--	16	--	--	16
FY 80	--	--	--	--	35	35
FY 81	--	--	--	--	35	35
FY 82	--	--	--	--	35	35
FY 80	--	--	--	--	39	39
FY 81	--	--	--	--	39	39
FY 82	--	--	--	--	39	39
FY 80	--	18	--	--	--	18
FY 81	--	18	--	--	--	18
FY 82	--	18	--	--	--	18

VOCATIONAL-TECHNICAL CENTERS
ESTIMATED ENROLLMENTS (cont.)

	<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>	<u>TOTAL</u>
FY 80 16.0107	52	--	--	--	--	52
FY 81	52	--	--	--	--	52
FY 82	52	--	--	--	--	52
<hr/>						
TOTAL	894	524	639	726	862	3,645
<hr/>						
*New and Expanded Programs	131	102	110	168	189	700
Total FY 82 Est. Enrollment	1,025	626	749	894	1,051	4,345

*Based on projected funds available in FY 1982 if Vocational-Technical Centers are funded at the requested levels.

SUBPART 3 - PROGRAMS
SECTION 130 - DISADVANTAGED

LEA	1980		1981		1982	
	Federal	Local	Total	Federal	Local	Total
Northern Mont. College	60,000	60,000	120,000	54,163	102,160	156,323
Montana Easter Seal	28,006	28,006	56,012	28,006	28,006	56,012
Montana Parole Board	5,811	5,811	11,622	--	--	--
University of Montana	--	--	--	20,000	20,000	40,000
TOTAL	93,817	93,817	187,634	102,169	¹ 150,166	252,335
					93,817	187,634

SECTION 130 - HANDICAPPED

Montana Easter Seal	28,006	28,006	56,012	28,006	28,006	56,012	--	--
Montana State University	7,738	7,738	15,476	11,787	11,787	23,574	--	--
Montana State University	4,000	4,000	8,000	--	--	--	--	--
Montana Parole Board	7,165	7,165	14,330	3	--	--	--	--
				7,116	7,116	14,232		
TOTAL	46,909	46,909	93,818	46,909	46,909	93,818	² 46,909	93,818

¹ Dependent upon availability of funds.

² There are no 130 Disadvantaged and Handicapped Projects that will be eligible for Federal funding in FY 1982 because of the 3-year limit on project continuation. These projects will be determined by project application and funding formula considerations. It is not possible to allocate 1982 funds until project applications are received in 1981.

³ The staff has not approved allocation of these funds to eligible recipients at the time of Plan submission.

SECTION 130 - FEDERAL FUND DISTRIBUTION BY AREA
PROGRAM IMPROVEMENT

	<u>1980</u>	<u>1981</u>	<u>1982</u>
¹ <u>Research (projected)</u>			
Montana State University	9,020	13,000	38,817
Butte Vo-Tech Study	10,000		
Computer Research (OPI)	5,000		
Northwest Lab Study	2,065		
OPI Research	25,000		
Vo-Tech Centers Search Project		4,000	
Montana State University		7,000	
Sub-Total	<u>51,085</u>	<u>24,000</u>	
¹ <u>Exemplary (projected)</u>			22,666
G.F.T.C. Employment Contract	24,000		
Sub-Total	<u>24,000</u>		
¹ <u>Curriculum (projected)</u>			21,000
Montana State University	6,642	9,887	
Montana State University	4,234	4,825	
Montana State University	5,530		
Bozeman High School	4,000	4,000	
Montana State University	4,280		
Basic Skills Contract (OPI)		5,000	
	<u>24,686</u>	<u>23,712</u>	
¹ <u>Teacher Training (projected)</u>			100,000
Northern Montana College	20,000	42,609	
Montana State University (VoEd)	7,000	6,400	
Montana State University	4,466		
Montana State University (H.E.)	8,000	8,798	
Montana State University (I.A.)	1,500	1,500	
Montana State University	5,000		
Montana State University (Ag)	1,869	1,900	
Montana State University (Ag)	3,624	3,000	
Montana State University	5,000		
University of Montana (H.E.)	8,062	9,500	
University of Montana	4,675		

SECTION 130 - FEDERAL FUND DISTRIBUTION BY AREA
PROGRAM IMPROVEMENT (cont.)

	<u>1980</u>	<u>1981</u>	<u>1982</u>
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Teacher Training (continued)

State Directors Professional Consortium	1,000		
Montana State University (T & I)		1,000	
Montana State University (Ag&IA)		20,668	
Montana State University (H.E.)		13,300	
Northern Montana College		6,750	
University of Montana (B & O)		7,478	
Sub-Total		<u>31,643</u>	
Other Projects	<u>70,196</u>	<u>154,546</u>	
Total 131,132,133,135	<u>8,699</u>	<u>0</u>	
	<u>178,666</u>	<u>202,258</u>	

¹Guidance (projected)²

National Career Center (U of M)	10,000		90,000
Vo Tech Centers	18,578		
Projects	15,239		
Montana Learning Services		18,823	
Northern Montana College		86,578	
Montana State University (DE)		5,562	
Montana State University		9,450	
Contract - Northwest Lab		8,485	
Contract - Employment Security		4,500	
Montana State University			
(Local Advisory)		<u>30,000</u>	
Total	<u>93,817</u>	<u>149,281</u>	26,500
SOICC-Career Information System			

¹ Funding for these areas must be applied for on an annual basis related to impact, need and funding formula considerations. The funding is determined when all project applications are received and approved.

² Fiscal Year 1981 projects in these areas will include allocations of carryover funds from 1980.

SECTION 120 APPRENTICESHIP PROGRAMS

	<u>1981</u>	<u>1982</u>
Funding Available	\$ 75,000	\$ 75,000
Projects		
Helena	25,194	
Billings	11,197	
Great Falls	14,930	
Colstrip	11,197	
Missoula	8,709	
Havre	1,244	
Butte	<u>2,488</u>	
Total	74,959	

SECTION 120 EMERGING AND EMERGENCY OCCUPATIONS

	<u>1981</u>	<u>1982</u>
Funding Available	\$ 245,000	\$ 245,000
Projects		
Great Falls Vo-Tech (Inhalation Therapy)	15,432	81,308

HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS

OE Code	Total	1980		1981		1982	
		Local	Federal	Total	Federal	Total	Federal
Hardin	14,739	13,478	1,261	15,143	13,882	15,430	14,159
Chinook	15,347	13,604	1,743	15,746	14,012	16,026	14,292
Harlem	16,915	14,616	2,299	17,353	15,054	17,654	15,355
Broadwater Co.	9,978	9,387	591	10,259	9,668	10,452	9,861
Great Falls	159,729	153,282	6,347	164,227	157,880	167,394	161,037
09.0201	7,507	7,300	120	7,639	7,519	7,789	7,669
09.0203	11,253	11,130	122	11,585	11,463	11,938	11,806
Simms	15,271	14,281	990	15,699	14,709	15,993	15,003
Ft. Benton	11,842	11,260	572	12,169	11,597	12,410	11,828
Big Sandy	8,542	8,411	131	8,794	8,663	8,967	8,836
Custer Co.	17,283	16,384	890	17,765	16,875	18,112	17,212
Scobey	9,068	8,900	168	9,335	9,167	9,518	9,350
Dawson Co.	29,776	27,528	2,248	30,601	28,353	31,168	28,920
Anaconda	50,422	48,910	1,412	51,789	50,377	52,796	51,384
Baker	14,851	13,779	1,072	15,264	14,192	15,557	14,475
Plevna	7,461	7,235	225	7,677	7,452	7,826	7,601
Denton	12,842	11,660	1,182	13,191	12,009	13,441	12,249
Flathead	25,201	24,765	435	25,850	25,415	26,358	25,923
Bigfork	12,122	10,438	1,684	12,435	10,751	12,650	10,966

HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS (cont.)

	OE Code	1980		1981		1982				
		Total	Local	Federal	Total	Local	Federal			
Whitefish	09.0101	25,440	24,533	907	26,175	25,268	907	26,690	25,773	917
Manhattan	09.0101	6,860	6,314	546	7,049	6,503	546	7,179	6,633	546
Three Forks	09.0101	21,052	18,954	2,097	21,619	19,522	2,097	22,009	19,912	2,097
Garfield Co.	09.0101	17,459	15,116	2,342	17,911	15,569	2,342	18,222	15,880	2,342
Browning	09.0101	27,033	21,442	5,591	27,676	22,085	5,591	28,127	22,526	5,601
Cut Bank	09.0101	19,171	17,719	1,452	19,702	18,250	1,452	20,067	18,615	1,452
	09.0202	2,256	2,242	14	2,323	2,309	14	2,369	2,355	14
Rudyard	09.0101	15,310	14,280	1,030	15,738	14,708	1,030	16,052	15,002	1,050
Inverness	09.0101	13,148	12,810	338	13,532	13,194	338	13,795	13,457	338
Whitehall	09.0101	12,437	11,771	665	12,789	12,124	665	13,031	12,366	665
Hobson	09.0101	12,504	11,148	1,355	12,837	11,482	1,355	13,076	11,711	1,365
Polson	09.0101	14,299	13,173	1,126	14,694	13,568	1,126	14,965	13,839	1,126
	09.0203	7,400	7,319	80	7,618	7,538	80	7,768	7,688	80
St. Ignatius	09.0101	8,852	8,244	607	9,098	8,491	607	9,270	8,660	610
Ronan	09.0101	38,804	35,913	2,891	39,881	36,990	2,891	40,620	37,729	2,891
Helena	09.0101	82,327	76,911	5,315	79,533	79,218	315	81,117	80,802	315
	09.0202	3,866	3,820	46	3,980	3,934	46	4,059	4,012	47
Augusta	09.0101	10,684	10,461	223	10,997	10,774	223	11,212	10,989	223

HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS (cont.)

OE Code	1980		1981		1982	
	Total	Local	Federal	Total	Local	Federal
Troy	7,820	7,820	--	8,054	8,215	--
Lincoln Co.	19,041	17,988	1,053	19,580	18,897	1,063
Sheridan	13,319	12,626	693	13,697	13,264	693
Twin Bridges	14,915	13,722	1,192	15,325	14,415	1,192
White Sulphur	11,522	10,715	807	11,843	11,256	807
Missoula	185,498	174,952	10,536	190,736	183,804	10,586
09.0201	11,216	11,174	42	11,551	11,739	42
09.0299	22,262	22,050	85	22,796	23,165	85
Roundup	14,634	13,896	738	15,050	14,598	748
Melstone	7,626	7,403	222	7,847	7,777	222
Clyde Park	20,430	20,177	253	21,035	21,197	253
Conrad	16,083	15,643	439	16,551	16,434	439
Valier	9,847	9,129	718	10,120	9,590	728
Powder River	14,819	14,340	478	15,248	15,065	478
Powell Co.	23,528	20,770	2,768	24,161	21,820	2,778
Stevensville	20,108	17,766	2,407	20,705	18,663	2,407
Hamilton	18,677	17,835	842	19,212	18,737	842
Victor	10,006	9,665	331	10,285	10,153	341
09.0299	4,159	4,143	15	4,282	4,352	15

HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS (cont.)

	OE Code	1980			1981			1982		
		Total	Local	Federal	Total	Local	Federal	Total	Local	Federal
Savage	09.0101	12,782	12,692	90	13,162	13,072	90	13,423	13,333	90
Fairview	09.0101	11,877	11,206	670	12,212	11,542	670	12,442	11,772	670
Culbertson	09.0101	10,668	10,227	441	10,974	10,533	441	11,184	10,743	441
Wolf Point	09.0101	9,234	7,947	1,287	9,472	8,185	1,287	9,635	8,348	1,287
Forsyth	09.0101	14,505	11,989	2,505	14,853	12,348	2,505	15,119	12,594	2,525
Rosebud	09.0101	10,912	10,030	882	11,212	10,330	882	11,418	10,536	882
Colstrip	09.0101	18,209	17,543	665	18,734	18,069	665	19,095	18,430	665
Medicine Lake	09.0101	10,572	9,767	805	10,865	10,060	805	11,076	10,261	815
Park City	09.0101	10,138	9,559	579	10,424	9,845	579	10,620	10,041	579
Columbus	09.0101	9,072	8,334	693	9,277	8,584	693	9,448	8,755	693
Absarokee	09.0101	13,307	12,167	870	13,402	12,532	870	13,654	12,782	872
Sweet Grass	09.0101	18,575	16,869	1,706	19,081	17,375	1,706	19,438	17,722	1,716
Choteau	09.0101	18,049	16,349	1,699	18,538	16,839	1,699	18,874	17,175	1,699
Fairfield	09.0101	8,649	8,061	588	8,890	8,302	588	9,056	8,468	588
Shelby	09.0101	16,890	14,589	2,300	17,326	15,026	2,300	17,656	15,326	2,330
Glasgow	09.0101	52,684	50,174	2,510	54,189	51,679	2,510	55,222	52,712	2,510
Hinsdale	09.0101	9,069	7,800	1,269	9,303	8,034	1,269	9,473	8,194	1,279
Nashua	09.0101	18,922	16,888	2,033	19,427	17,394	2,033	19,774	17,741	2,033

HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS (cont.)

OE Code	Total	1980		1981		1982	
		Local	Federal	Local	Federal	Local	Federal
Harlowton	14,950	13,163	1,787	13,557	1,787	13,828	1,789
Wibaux	10,789	9,989	800	10,288	800	10,493	800
Laurel	40,434	38,778	1,655	39,941	1,655	40,739	1,655
Huntley Proj.	21,009	19,275	1,703	19,853	1,703	20,250	1,703
Shepherd	10,031	9,753	278	10,045	278	10,245	278
Billings	50,464	50,191	269	51,696	269	52,729	279
	20,460	20,310	150	20,919	150	21,337	150
Centerville	3,435	3,375	59	3,476	59	3,536	59
Libby	974	950	24	978	24	997	24
	1,420	1,369	30	1,440	30	1,438	30
TOTAL REGULAR	\$1,704,105	\$1,598,423	\$105,682	\$1,752,057	\$105,682	\$1,788,362	\$106,000

*State funding associated with Consumer Homemaking projects and dollars allocated on state formula are included in the allocation table for regular secondary projects. The table above includes Federal and Local fund allocations. The table for regular secondary projects presents State funding and enrollments for the same projects.

1980 ECONOMIC DEVELOPMENT ALLOCATIONS (in thousands)

	Total	1980 Local	Federal	Total	1981 Local	Federal	Total	1982 Local	Federal
Red Lodge	13,649	11,045	2,604						
Cascade	19,697	12,411	7,286						
Centerville	9,807	8,973	834						
Belt	20,111	15,447	4,664						
Fergus H.S.	15,009	11,135	3,874						
Moore H.S.	11,049	8,083	2,966						
Belgrade	25,045	18,162	6,883						
Charlo	12,742	11,481	1,261						
Libby H.S.	33,011	24,396	8,615						
Seeley-Swan	11,919	6,514	5,405						
Corvallis	11,803	8,975	2,828						
Florence-Carlton	9,379	8,151	1,228						
Plains	8,081	5,767	2,314						
Hot Springs	9,815	8,687	1,128						
Opheim	14,347	12,197	2,150						
Jefferson	24,169	20,369	3,800						

TOTAL \$249,633 \$191,793 \$57,840 \$57,840¹ \$58,000¹

¹ The allocation of Federal funds for Consumer Homemaking depressed areas is not presented for fiscal years 1981 and 1982 because the statistical data and thus the funding formula for these years will change annually. Also, the factor for new and emerging needs projects will affect this funding area.

APPENDIX MATERIALS

CONSTITUTION FOR THE NATIONAL ASSOCIATION OF STATE SUPERINTENDENTS OF EDUCATION

Office of Public Information
Georgia State Superintendent
January 1900

GUIDELINES FOR VOCATIONAL EDUCATION IN MONTANA

Office of Public Instruction
Georgia Rice, Superintendent
January 1980

PREFACE

The Montana State Plan for Vocational Education is an agreement between the U.S. Office of Education and the Montana Superintendent of Public Instruction as sole state agent for vocational education. It contains planning information and data relating to the operation of the various phases of vocational education qualifying for financial support under the Education Amendments of 1976 (Public Law 94-482).

"Guidelines for Vocational Education Programs in Montana" is published to serve as a supplement to the State Plan and is designed to provide assistance to local administrators and others involved in planning and conducting vocational education programs. Excluded from the text are procedures for Montana's five vocational technical centers since post-secondary information is a part of a policies and procedures pamphlet published by the Superintendent.¹

These guidelines have evolved over several years and reflect the consideration of recommendations from many persons and agencies at all levels of vocational education in Montana. Regional and national standards, as well as practices in other states, were reviewed in a quest to design the best pattern for Montana's programs.

These guidelines became effective December 15, 1979 and will be reviewed yearly and revised if necessary to meet emerging needs.

¹ Refer to Superintendent of Public Instruction Policies and State Administrative Procedures For Vocational Education in Montana, Office of Public Instruction, December 1979.

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¹Section numbers refer to Public Law 94-482 (Education Amendments of 1976)

MONTANA VOCATIONAL EDUCATION PERSONNEL DIRECTORY

OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction

(Executive Officer for Vocational Education)

Georgia Ruth Rice	449-3654
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Division of Vocational and Occupational Education

Dr. Larry C. Key, Administrator/Director	449-3126
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Larry Johnson, Assistant Director Postsecondary Programs	449-2087
--	----------

Betty Lou Hoffman, Assistant Director, Secondary Programs	449-2087
Evaluation	
Teacher Training	

Consultants

Leonard Lombardi	Agriculture Education	449-3126
	FFA	

Marion Reed	Business & Office	449-2087
	Marketing & Distributive	
	Education, OEA, DECA	

Mary Elizabeth McAulay	Consumer & Homemaking	449-2087
	Education, Wage Earning	
	Home Economics	
	FHA/HERO	

Jeff Wulf	Industrial Education	449-3126
	Health Education	
	VICA	

Sally Moore	Human Potential	449-2087
	Development, Displaced	
	Homemakers	

Jim Golden	Special Needs	449-3126
	(Disadvantaged/	
	Handicapped),	
	Exemplary Programs	

Montez Briggs	Montana VIEW	449-3126
	(Vital Information for	
	Education & Work)	
	Vocational Guidance	
	Assistant	

Consultants (continued)

Jim Burns	Postsecondary Curriculum	449-2087
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Dennis Sheehy	State Plan, Reports	449-3126
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Office of Public Instruction Address: State Capitol
Helena, Montana 59601

Education Hotline, Toll Free: 1-800-332-3402

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

William A. Ball, Executive Director	449-2013
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1100 North Main
Helena, Montana 59601

PART I: DEFINITIONS AND PHILOSOPHY

A. VOCATIONAL EDUCATION: FEDERAL DEFINITIONS

Federal regulations¹ provide the following definitions:

Vocational Education means organized educational programs which are related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, "organized education programs" means only:

- 1) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and
- 2) the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

Vocational Instruction means instruction which is designed to prepare individuals upon its completion for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially suited to the needs of those engaged in such occupation or occupations. Such instruction may include:

- 1) classroom instruction;
- 2) classroom related field, shop and laboratory work;
- 3) programs providing occupational work experiences, including cooperative educational and related instructional aspects of apprenticeship programs;
- 4) remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and
- 5) activities of vocational student organizations which are an integral part of vocational instruction, subject to the provisions in Paragraph 104.513.²

1 Federal Register, Vol. 42, No. 191, October 3, 1977, page 53865

2 ibid, page 53844

B. VOCATIONAL EDUCATION IN MONTANA

The above definitions are also listed in the policies¹ of the Montana Superintendent of Public Instruction showing consistency between state and federal criteria that govern the use of funds for vocational education. The acceptance of federal definitions indicates commitment to programs that meet the objective of preparing individuals for employment.

Vocational education in Montana is offered at the five postsecondary vocational technical centers in Billings, Butte, Great Falls, Helena, and Missoula. Programs of postsecondary vocational education are also offered at community colleges in Glendive, Kalispell, and Miles City, and at Northern Montana College in Havre. Effectiveness of these programs is gauged largely on the rate of successful job placement of students when they complete instruction.

Many of the state's local school districts operate secondary programs and some offer adult vocational education and related apprenticeship training. Teacher education projects are conducted at three college campuses while special projects are funded at various locations including state institutions and Indian reservations.

State and federal funding support for vocational education at the various levels is by approval of the Office of Public Instruction. The Superintendent of Public Instruction serves as executive officer for vocational education and heads a state level staff which administers vocational education under the procedures¹ of the Superintendent.

¹ "Superintendent of Public Instruction Policies and State Administrative Procedures for Vocational Education in Montana." December, 1979, pages 11, 12. These policies may be referred to in the 1980 Plan for Vocational Education in Montana, page 30.

C. SECONDARY VOCATIONAL EDUCATION

Much recent discussion has centered on the role of vocational education at the secondary level. The need is apparent for a consistent operational philosophy or definition to guide the conduct of secondary programs. Recognition of these guiding principles by the Office of Public Instruction, State Advisory Council for Vocational Education, and local administrators is essential to providing occupational programs that meet the intent of law and serve the needs of Montana students.

Office of Public Instruction policies provide the general direction for secondary programs in this manner: 1) secondary programs are not mentioned separately in Policy 303 that states how vocational education programs shall be designed, but 2) allows for "prevocational" programs which prepare individuals to enter a more advanced vocational education program. It is evident that the Superintendent expects preparation for employment in all vocational programs, but also recognizes the need for basic instruction which leads to more advanced vocational study. Since most secondary programs do not provide instruction in the depth possible in full time postsecondary schools, "prevocational" is the term often used in reference to them. However, Policy 301.2 requires that all programs have a vocational objective so it is evident that even a prevocational program must provide individuals some basic skills for employability even though it is accepted that further training is necessary for them to be competitive in the job market. Such programs, according to federal law, must "be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation".¹

Starting with Part II, this booklet contains criteria for approval of programs in the various service areas and includes minimum requirements. These are designed to ensure that programs will possess vocational characteristics and further, contain descriptions of what courses may be considered for approval when designed properly. Italicized portions are taken directly from rules printed in the Montana Administrative Register and are mandatory. Additional information contained in each section should prove helpful in conducting quality programs.

¹ P.L. 94-482, October 12, 1976, Section 106 (a) (8)

PART II: GENERAL REQUIREMENTS OF SECONDARY VOCATIONAL EDUCATION PROGRAMS

The following requirements are common to vocational programs of Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Wage Earning Home Economics. Specific requirements for each area are covered in Part III, as are requirements for Consumer Homemaking and Industrial Arts. Special Vocational Needs and other programs are found in Parts IV through IX.

Approval of secondary vocational education project proposals will be based generally on consideration of evidence that these criteria are met:

1. *The program must have the primary objective of developing skills leading to employment as well as entry into advanced vocational training.*
2. *Specific objectives must be defined in terms of skills to be developed and related to a specific occupation by U.S. Office of Education course code number.*
3. *The program must be based on the vocational education need of students in the area. A needs assessment must be made during initial planning. Program information must be projected for a five-year period.*
4. *Programs must be developed and conducted in consultation with an advisory committee. The committee must include members of both sexes from business, industry and labor. It should represent a cross section of men and women active in the occupation. Minorities residing in the area served by the committee must be appropriately represented.*
5. *Instruction must be based on an analysis of skills and knowledge required in the occupation.*
6. *The program must develop leadership and character through activities that accommodate the transition from school to job. Vocational student organizations (Future Farmers of America (FFA) and Distributive Education Clubs of America (DECA) are required for vocational agriculture and marketing and distributive education respectively. Student organizations in other programs are highly recommended.*

7. Provision must be made for vocational guidance which shall include, but not be limited to, occupational information and career counseling.
8. Students must be selected for enrollment on the basis of their interest in the occupation and their ability to profit from the instruction. Prerequisite courses are required which provide students with information and experiences to make sound choices of occupations and advanced training.
9. Instructors must be occupationally competent and certified in the vocation to be taught.
10. Instructional equipment and facilities are to be comparable to those used in the occupation; adequate for the maintenance of acceptable educational, health and safety standards; and capable of accommodating male, female and handicapped students.
11. Provisions must be made for job placement, annual follow-up of program completers and program evaluation.
12. The maximum number of students per class shall be determined by the work being done, equipment being used, ease of supervision, safety factors, space and resources available, and the need for individual student instruction. Class size maximums are given for each program under its specific requirements. Approval for a larger class must be obtained in advance and will be granted only when evidence shows that adequate provisions have been made to ensure that the larger number will not hinder the success of the program. Deficiencies in some factors may dictate a smaller number of students per class.
13. Programs must be planned with regard for how they will relate to other employment and training programs conducted in the area.
14. Provisions must be made to insure equal access to all programs by female, male and handicapped students; to review, evaluate and replace sex-biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling especially for students choosing to enter non-traditional occupations; and to seek job placement dependent on the students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.
15. The school will participate in the Montana Vocational Education Information System by providing information as required.
16. Each program shall conduct a yearly self-evaluation and submit a copy to the Office of Public Instruction. The program shall cooperate with the Office of Public Instruction in a thorough team evaluation which will be conducted at least every five years.

17. *Local educational agencies must use vocational education funds to supplement (add to, enhance) local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting (replacing) of local funds will occur. A school must not decrease the amount spent in the vocational programs from one year to the next, figured either on an aggregate or per student basis, unless "unusual circumstances" exist, such as large expenditures in previous years for equipment.*
18. *Accounting procedures must use standard school accounting codes. A yearly certified expenditure report will be submitted showing the actual expenditure of funds compared to the last approved budget. Records will be kept locally for audits. These records will include invoices, purchase orders, warrant numbers and other documents. Records for funded programs by six-digit course codes will be separated from non-funded programs.*

PART III: SPECIFIC REQUIREMENTS OF VOCATIONAL
PROGRAMS, Sections 120, 150

Part III outlines the distinguishing characteristics and specific requirements of the individual vocational program areas.

While these criteria are fairly definitive and will be helpful in the designing and conducting of programs, it is recognized that each local program will have its own peculiar circumstances that affect planning. The vocational staff members in the Office of Public Instruction (see Directory, page iii) are available for consultation and are ready to provide assistance in any way possible. Local educational agencies are encouraged to use the resources available from state consultants to help in developing and operating the best possible program under prevailing circumstances.

CRITERIA FOR THE APPROVAL OF SECONDARY
AGRICULTURE EDUCATION PROJECT APPLICATIONS

I. SCOPE

Vocational education in agriculture/agribusiness/FFA (Vo-Ag) at the secondary level is an instructional program designed for boys and girls in grades 9-12 who wish to develop agricultural occupation competencies and to meet the employment demands for persons with agricultural/agribusiness skills. The major vocational agriculture/agribusiness/FFA program objectives are as follows:

- A. To develop agricultural competencies needed by individuals preparing to engage in agricultural production occupations.
- B. To develop competencies needed by individuals preparing to engage in agricultural business related occupations.
- C. To develop an awareness of career opportunities for men and women in agriculture/agribusiness and the preparation needed to enter and progress in agricultural occupations.
- D. To develop those abilities in human relations, leadership, responsibility, citizenship, and cooperation essential in agricultural occupations.
- E. To develop the ability to secure satisfactory placement (employment, entrepreneurship or postsecondary training) and progress in agricultural occupations.

II. OCCUPATIONS TO BE SERVED

Vocational agriculture/agribusiness/FFA programs prepare students for entry into the following broad occupational categories. *The U. S. Office of Education course codes for agriculture education programs are:*

- A. Agricultural Production (01.0100)-- Livestock and crop production or family and commercial farms or ranches.

(Example 01.0100 occupations: farmer, rancher, hatchery, farm or feedlot worker.)

- B. Agricultural Supplies and Services (01.0200)--Principles and practices of processing, marketing, and providing services in such areas as farm chemicals, feeds, seeds, fertilizers, and equipment connected with the agricultural industry.

(Example 01.0200 occupational areas: grain elevator, farm service center, garden center, custom applicator, seed or fertilizer sales.)

- C. Agricultural Mechanics (01.0300)--Operating, marketing and servicing of agricultural power machinery and related equipment.

(Example 01.0300 occupational areas: farm machinery assembly, adjustment, maintenance and repair; farm structures design and construction; farm convenience devices design, construction, maintenance and repair.)

- D. Agricultural Products (01.0400)--Principles and practices involved in the preparation of agricultural products for sale. This includes food and fiber for either/or human and animal use.

(Example 01.0400 occupational areas: inspection of agricultural products; grading of agricultural products; DHIA tester; live-stock commissionman and milk processor.)

- E. Ornamental Horticulture (01.0500)--Principles and practices concerned with the production, management, sales and services in greenhouses, nurseries, and garden stores. Turfgrass management and landscaping are also included.

(Example 01.0500 occupational areas: greenhouse worker, grounds-keeper, gardenstore employee, landscaper.)

- F. Agricultural Resources (01.0600)--Principles and practices dealing with conservation and improvement of natural resources, as well as establishment and management of recreational areas.

(Example 01.0600 occupational areas: wildlife conservationist; land and water conservationist; county lake supervisor.)

- G. Forestry (01.0700)--Management of trees grown as a crop including: protection, logging, utilization of forestry by-products, and recreation.

(Example 01.0700 occupational areas: forester, saw mill operator, Christmas tree grower, park employee.)

III. PROGRAM REQUIREMENTS

A. General Requirements

1. Content

The curriculum at the 9th and 10th grade level should be designed to provide a basic background in agriculture/agribusiness/FFA necessary for in-depth study at the 11th and 12th grades.

In order to ensure a general background at the 9th and 10th grade it is recommended that the Two Year Core Curriculum For Agricultural Education in Montana be followed. A copy may be obtained from the Vocational Agriculture Education Consultant, Office of Public Instruction, State Capitol, Helena, Montana 59601.

The following curriculum model portrays the content of the courses at three levels of instruction:

MONTANA'S CURRICULUM MODEL FOR THE HIGH SCHOOL VOCATIONAL AGRICULTURAL PROGRAM

<u>Two Year Core Curriculum</u>	<u>Specialized Programs</u>	<u>Post High School Vocational-Technical</u>
Animal Science	Agricultural Production	Agricultural Production and Management
Plant & Soil Science	Agricultural Sales and Service	Agricultural Business
Agricultural Mechanization	Agricultural Mechanization	Agricultural Mechanization
Leadership (FFA)	Forestry	Horticulture
Supervised Occupational Experience Program	Horticulture	Forestry
Careers		Food Processing

In addition to regular instructional activities, all vocational students enrolled in vocational agriculture classes (9-12) are required to plan and conduct a supervised occupational experience program that will be under the direct supervision of a vocational agriculture teacher.

Supervised occupational experiences should be in line with the student's occupational objective, of high quality and sufficient duration so that at the completion of the program the student should have the competencies needed for job entry or for more advanced training. This supervised experience can be obtained through entrepreneurship or as an employee on a farm or ranch ag-related business, and/or laboratory within the school, or utilizing a cooperative approach.

Travel funds must be provided by the district in addition to the instructor's salary in order that the teacher may supervise and coordinate the occupational experience phase of the program.

2. Scheduling

Approved programs of vocational agriculture/agribusiness must be two or more years in length with four years recommended.

During the regular school year the weekly duration of vocational agriculture courses shall correspond with Paragraph 312-1 of Standards for Accreditation of Montana Schools. *The minimum required length of time for laboratory courses is 270 minutes per week; however, longer blocks of time are encouraged at the 11th and 12th grade level.*

B. Facilities, Equipment and Resources

The local school district is expected to provide and maintain adequate classroom, shop, laboratory, storage, tools, equipment, and teaching aids necessary to enable students to meet their occupational objective.

In a specialized program additional facilities will be necessary. For example: a large greenhouse will be needed for a horticulture program.

Facilities and equipment must meet all current state and federal health and safety regulations.

The equipment should replicate as nearly as possible that found in the occupations for which training is provided.

The following chart may serve as a guide for planning new facilities or assessing the adequacy of existing facilities.

Minimum Square Footage Recommended

<u>Area</u>	<u>1 Teacher</u>	<u>2 Teachers</u>
Office	120	180 - 240
Classroom	840	840
Classroom Storage	120	60/additional teacher
Shop Storage	320	480
Mechanics Laboratory	3800	4200

C. Future Farmers of America (FFA)

FFA must be conducted as part of the program, serving as an intra curricular activity. The teacher of vocational agriculture shall serve as the advisor to the local FFA chapter. All programs of secondary vocational agriculture/agribusiness must maintain and operate a local FFA chapter in good standing with the state and national FFA organizations. Refer to rationale in Appendix II.

D. Teacher Certification and Qualification

Instructor(s) of approved vocational agriculture/agribusiness programs shall hold a Montana Class 1, 2 or 5 teaching certificate with endorsement in agriculture (61). The instructor must also have 1 year of agriculture occupational experience within the last five years.

The above requirements are generally satisfied with a bachelor's degree in agriculture education and the one year's occupational experience.

Questions concerning certification should be directed to the Division of Certification, Office of Public Instruction, State Capitol, Helena, Montana.

E. Length of Vocational Agriculture Program

Vocational agriculture/agribusiness programs shall be conducted for a minimum of 10½ months. The portion of the program conducted during the summer shall allow at least 4 weeks at the end of the school year and 2 weeks before the start of the following school year. All portions of a vocational agriculture program must be supervised by a certified vocational agriculture education teacher.

Due to the seasonal nature of agriculture/agribusiness it is recognized that many of the related experiences necessary for adequate training of the students occur during the summer months, therefore, the need for an 11 or 12 month program (contract) cannot be overemphasized.

The primary purpose of supervised occupational experience is to develop competencies needed in agricultural occupations. Supervised occupational experience is an integral part of the vocational agriculture instructional program that allows students to become involved in tasks performed by people in agricultural occupations.

Vocational agriculture teachers during extended employment assist students in reaching their educational objectives as follows:

1. Locate training stations which will provide experiences closely related to students' occupational objective.
2. Develop training plans and training agreements in cooperation with employers and student's parents.

3. Make periodic visitations to observe, instruct, and evaluate student progress.
4. Conduct conferences with prospective students and their parents.
5. Instruct and supervise students with summer activities such as fairs, judging events, and leadership training.
6. Supervise FFA meetings and FFA activities.
7. Assist students with agricultural related independent study.
8. Meet with local advisory committee to review program activities and curriculum.
9. Follow up and assist graduates of the vocational agriculture program.

In order to ensure a high quality occupational experience program for vocational agriculture students, the following procedures are recommended:

1. The instructor should develop a summer plan listing activities planned and the time allotment for each.
2. The instructor should review the summer plan with the school administration and make any necessary adjustments. Leave a copy with the school administrator and submit a copy to the Office of Public Instruction.
3. The instructor should make periodic progress reports to the school administration.
4. A log of instructor's summer activities may also be beneficial in providing information to the local school board.

F. Student/Teacher Ratio

Maintaining a reasonable student/teacher ratio helps to insure high quality vocational agriculture instruction. Vocational agriculture students "learn by doing" in laboratory, shop; therefore, a higher than usual teacher level of supervision of student activity is required.

The maximum student/teacher ratio shall not exceed 60 to 1 with a maximum of 20 per class.

G. Sex Equity Requirements

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY BUSINESS AND OFFICE
EDUCATION PROJECT APPLICATIONS

I. PURPOSE AND SCOPE

The business and office program is designed to prepare male and female students for entry level employment in occupations such as secretarial, clerical, receptionist, and other positions.

To be approved as vocational, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

II. OCCUPATIONS TO BE SERVED

U. S. Office of Education course codes for business and office education are as follows:

14.0303 - Clerical Office Practice

14.0702 - Secretarial Office Practice

14.0704 - Simulated/Model Office

III. PROGRAM REQUIREMENTS

A. Organization and Content

1. The weekly duration of business and office education courses shall correspond with paragraph 312-1 of Standards for Accreditation of Montana Schools, which *requires 270 minutes per week for lab courses. A two-hour block of time for the integrated skills course is encouraged.*
2. *Vocational business and office classes shall be designed to accommodate a maximum of 20 students.*
3. Course offerings (or their equivalents) shall be as illustrated on page 17. Approval of program units for funding will be based on the amount of class time spent in the integrated skills course, the business courses leading to the integrated skills course, the instructor's vocational approval, the use of the advisory committee, and other criteria in these guidelines. *The overall business program must include a series of courses from basic to advanced, which begins with such courses as typing, accounting, shorthand, basic business, and possibly business machines or other related courses. This series must lead to the integrated skills courses of clerical office practice, secretarial office practice, and simulated/model office.*

4. The instruction in the integrated skills course should include the following units: office functions, records management, communication and basic language skills, production typewriting, machine transcription, receptionist and telephone training, mail and messenger service, applied office math, business machines including duplicating and reproducing machines, human relations training, and job search techniques. Other desirable units of instruction might include: keypunch training and the concepts involved in work and data processing.

Recommended methods of providing practical, realistic work experience are: 1) Cooperative Education, and 2) Simulated/Model Office.

B. Facilities, Equipment

The type and amount of equipment needed by the business and office education department for classroom and laboratory activities varies with the program objectives, size of class and variety of courses offered. Desks should be arranged in an office layout and equipment should include electric typewriters, stencil and fluid duplicators, mimeoscope, transcribing machines, adding machines, calculators, filing cabinets, tape recorders and other audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved.

C. Vocational Student Organization

The vocational business and office student organization, Office Education Association (OEA), gives the student an additional opportunity to explore occupations in depth and to develop his/her fullest potential in citizenship, leadership, and character. Therefore, the business student organization (OEA) should be recognized as an integral, functional part of the total vocational business education program. No program will be considered complete without the OEA student organization.

D. Instructor Qualifications

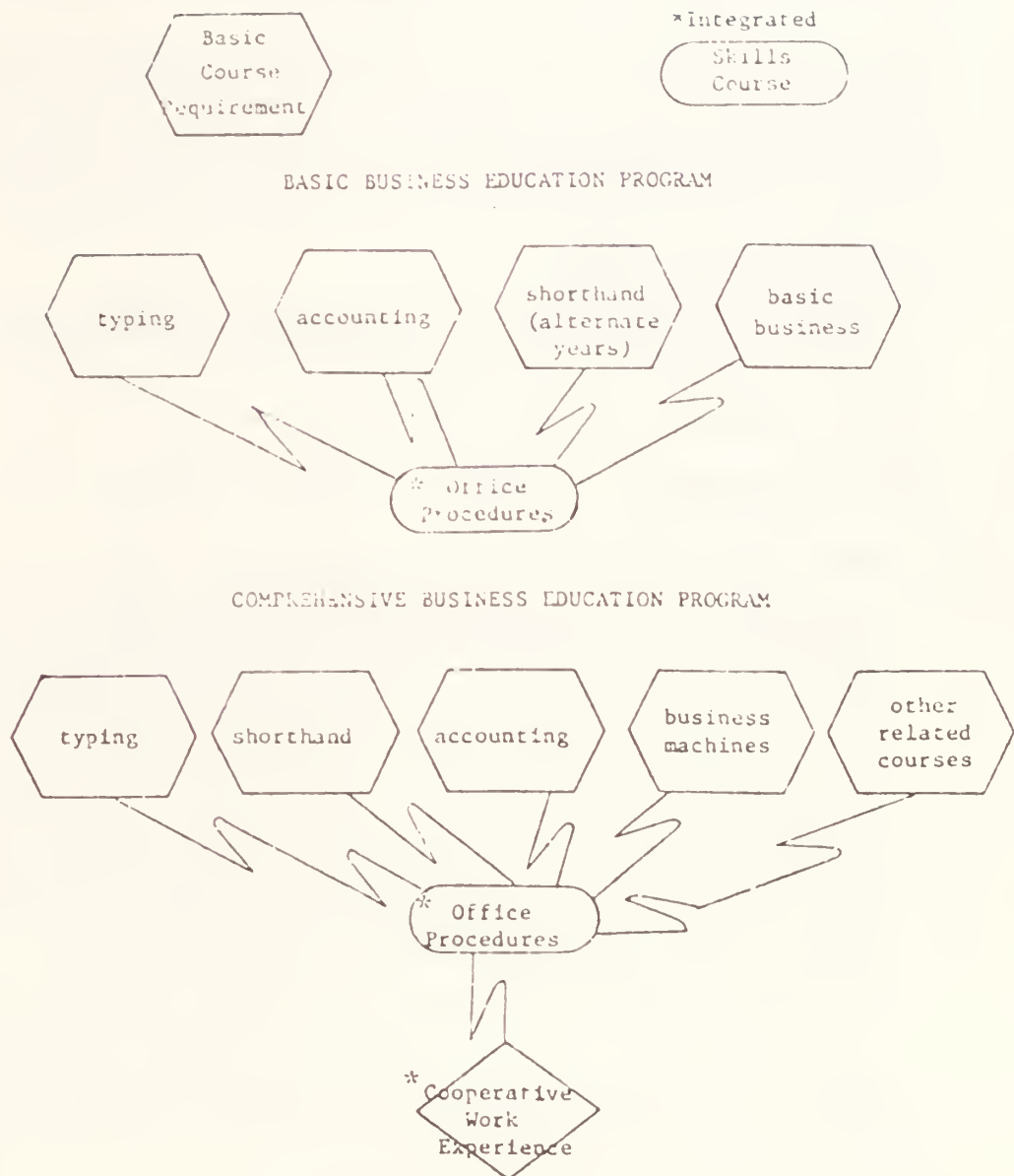
The instructor shall have a bachelor's degree in business and office education and shall have earned a minimum of fifteen quarter credits in the areas of philosophy of vocational education, administration of vocational education, cooperative practices and procedures/methods courses in the area of certification.

The instructor shall have at least 2,000 hours work experience in the occupation or combination of occupations related to a specified field in which that person is to teach.

E. Sex Equity Requirements

Refer to No. 14, P. 6 and pp 52-55 for requirements.

CURRICULUM MODEL



*Approvable Vocational Courses

CRITERIA FOR THE APPROVAL OF SECONDARY DISTRIBUTIVE EDUCATION
PROJECT APPLICATIONS

I. SCOPE

Distributive education in Montana secondary schools must be designed to prepare students in grades 11 and 12 for careers in marketing and distribution of goods. At the completion of the program, the graduate should be prepared for gainful employment or for advancement in a marketing and/or distributive occupation.

Distributive education offers a program of instruction which develops those marketing, social, technical, and basic skill competencies related to the person's chosen career distributive occupation. This includes part-time employment and on-the-job training coordinated with the classroom training.

II. OCCUPATIONS TO BE SERVED

The Office of Education code for secondary distributive education programs in Montana is as follows:

04.2200 - General Marketing

III. PROGRAM REQUIREMENTS

A. General Requirements

Vocational education programs in distributive education may be either one or two years in length. The final year of the program must be strictly vocational in that it actually prepares students for their chosen careers in distributive occupations. The first year of the distributive education program offers the prevocational or exploratory experience to the individual, as a result of which a tentative or definite career choice will be made for entrance into the second year of the program. Senior students should not be enrolled in the first year of the two-year distributive education program while denying enrollment to juniors who would receive the full benefit from the two-year training program.

The program must consist of part-time employment and on-the-job training coordinated with classroom instruction and supervised by a distributive education instructor. The program must offer laboratory instruction designed to provide a variety of experience under close supervision.

B. Organization and Content of Program

High school distributive education programs in Montana are either one or two years in length and, in general terms, can be defined as follows:

1. Distributive Education I

The majority of students enrolled in this class are high

school juniors. The basic curriculum is designed to prepare students for entry-level employment in distributive occupations. In the majority of Montana schools the class is a one-credit elective course which does not involve any cooperative work experience for credit. Distributive Education I gives the students an opportunity to explore various career opportunities in the area of marketing and distribution and, at the same time, study their own qualifications to determine whether they are suited for employment in distribution.

2. Distributive Education II

This class is designed for those students who have taken Distributive Education I or have special permission from the instructor. The majority of students in Distributive Education II are high school seniors who attend school for half of each school day and are released the other half for on-the-job training at their occupational laboratory in the business community. Like Distributive Education I, this is an elective course in which the student receives one credit for distributive education classroom experience and one credit for on-the-job distributive work experience. All distributive education programs must offer the cooperative vocational education experience.

Classroom instruction includes large group, small group, and individual instruction designed to give the student knowledge, skills, attitudes, and understandings that relates to his or her occupational goals. Students are given units of instruction which they will be able to apply to an actual on-the-job situation.

C. Facilities/Equipment

The facilities designated for the distributive education program should simulate business conditions as closely as possible. The distributive education classroom-laboratory should provide facilities for the following kinds of instructional activities: class discussions, individual group and committee work, use of various types of audio-visual aids, preparing displays and exhibits, demonstrations and role playing.

The classroom-laboratory must provide students with the opportunity to develop those skills, values and knowledge needed to perform satisfactorily in the business community and should be designed with the needs of the community and specific jobs within that community in mind. A well organized, up-to-date laboratory allows the distributive education coordinator to put more emphasis on doing and less emphasis on the textbook as the chief means of realted classroom instruction.

1. Basic Requirements

- a. Electrical outlets must be available in show cases, window displays and shadow boxes.
- b. Acoustical treatment is necessary due to the amount of individual and small group activity.
- c. Blackout shades should be provided for windows.
- d. Mounted motion picture screen, bulletin board and chalkboard space should be provided.
- e. A washbasin with hot and cold running water.
- f. Room size will vary with class needs and building restriction. A room should be at least 24 feet by 48 feet or 1152 square feet.
- g. Adequate storage space that adjoins the classroom and can be locked should be provided. The storage space should be large enough to handle classroom materials and merchandising supplies.
- h. The display window should be a minimum of 4 feet by 8 feet and open out to a school corridor.
- i. The coordinator's office should adjoin the distributive education classroom and should be equipped with a telephone. This office provides the coordinator an area for counseling, coordinating activities and conferences.
- j. A reference library should be established in the distributive education laboratory.
- k. Furniture, equipment and supplies must be maneuverable to be able to adapt to changing activities and needs. The following are suggested to help meet this requirement:

- (1) Trapezoid Tables
- (2) Display cases, shelves and islands
- (3) Racks, fixtures, mannequins and accessories such as:

Cash Register
Typewriter
Filing Cabinet
Mannequins:

- 1 - Male form
- 1 - Female form
- 1 - Bust form (male)
- 1 - Bust form (female)

Display Stands

Wrapping Paper and Stand
Janitorial Supplies
Assortment of Art Supplies
Showcard Sign Machine
Dummy Merchandise
Peg Board Display areas
Merchandising Marketing Equipment
General Office Supplies

1. The distributive education classroom should be on the main floor of the school building, near an outside entrance. Whenever possible the laboratory should be located near the business education department.

D. Vocational Student Organization

One of the most interesting and rewarding activities of the distributive education coordinator is the sponsoring of the local Distributive Education Clubs of America (DECA) Chapter. DECA is the leadership training part of the distributive education program. It is the part in which the students learn to work with others and assume responsibilities through participation in planning programs, presiding at business sessions and meetings, serving on committees and taking part in contests at state or national conferences.

Working with students in their club activities presents an opportunity for the distributive education coordinator to provide additional opportunities to students beyond what is possible through classroom sessions.

In addition to DECA's leadership function, the club serves as an excellent form of promotion for the distributive education program in the school and in the community. Well-prepared DECA members may take the "Distributive Education Story" to civic and service clubs and may be written up for local newspaper, television, and radio coverage. Civic projects and marketing research projects are also an excellent way to which DECA can be of service to the community and can bring attention to the distributive education program.

Activities of the local DECA chapter shall be conducted as an integral part of the distributive education program.

E. Instructor Qualifications

1. *A distributive education coordinator of secondary, post-secondary, and adult students shall have at least 2,000 hours recent work experience in the occupation or combination of occupations related to the area of marketing and distribution.*
2. *A distributive education coordinator of secondary students must hold a valid teaching certificate and be endorsed to teach distributive education. In order to receive endorsement in distributive education, the individual must meet the following criteria:*
 - a. Has earned a bachelor's or master's degree.
 - b. Has completed the approved study in professional education for secondary endorsement.

c. Has completed an approved major in distributive education from an approved teacher training program.

d. Has a recommendation from an approved institution.

3. *A distributive education coordinator must have completed fifteen quarter credits of coursework in the areas of Principles, Methods, Organization, Guidance, Curriculum Construction, and Instructional Materials in Vocational Education.*

F. Maximum Class Size

Distributive education classes shall be designed for a maximum of 25 students.

G. Sex Equity Requirements

Refer to No. 14, P. 6 and pp 52-55 for requirements.

H. Cooperative Vocational Education Program Requirements

Refer to pp 47-49.

CRITERIA FOR THE APPROVAL OF HEALTH OCCUPATIONS
EDUCATION PROJECT APPLICATIONS

I. PURPOSE AND SCOPE

The program shall include subjects and activities designed to provide the skills, technical knowledge and related information necessary for successful employment of men and women in the health occupations which render supportive services to the health professions or, in the case of a secondary program, for continuing education in these supportive services or exploration programs encompassing occupations in the total health care area.

II. OCCUPATIONS TO BE SERVED

The U. S. Office of Education course codes for health occupations education programs are:

07.0303 - Nursing Assistant (Aide)

07.9900 - Other Health (Covers several areas)

III. PROGRAM REQUIREMENTS

A. Content

The health occupations program shall provide training skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learning requisite for the education of supportive health personnel.

The exploratory health occupation programs shall be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

B. Sequence

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, may be offered on at least a semester basis to acquaint students with occupational opportunities for men and women within the health care area.

C. Scheduling and Minimum Time Requirements

1. Secondary Schools

The schedule for secondary schools shall provide two consecutive class periods daily for one or two years if specific skill training is involved in the program.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters. These and other short-term courses may be offered to meet identified needs of students, but to be approved must be part of an overall program which includes the class with a two period block.

D. Space, Equipment, Maintenance and Teaching Materials

1. Space and Class Size

There shall be appropriate working stations in each class for each student, with adequate space to work without crowding or interference. *The maximum class size per instructor shall be 25 students for exploratory classes and 20 students in classes designed for specific skill training. Nurse Aide programs involving supervised clinical experiences shall not exceed 15 students.*

2. Equipment

Adequate equipment shall be provided which is of the type students will be using in the actual work situation.

3. Maintenance

All equipment shall be maintained in good workable condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4. Teaching Materials

Provisions shall be made to insure that an adequate supply of materials is available for classroom and laboratory instruction.

Teaching materials shall be constantly updated to reflect the technological advances within health care and education.

E. Student Organization

Activities of the vocational student organization Vocational Industrial Clubs of America (VICA) are designed for students in health occupations education. The VICA program should be integrated into the total program of instruction in health care fields.

F. Instructor Qualifications

Instructors shall hold a Class 4 teaching certificate endorsed in the appropriate health field. See Appendix I.

G. Sex Equity Requirements

Refer to No. 14, p. 6 and pp. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY TRADE AND INDUSTRIAL EDUCATION PROJECT APPLICATIONS

I. SCOPE

Trade and industrial education programs in Montana secondary schools must be designed to prepare persons in grades 11 and 12 to enter into the work of an industrial trade or service occupation. Skill level at completion of programs is such that graduates desiring full training in their chosen occupation should expect to continue training on the job, and/or in supplementary training while employed, or by enrolling in postsecondary vocational education. In perspective, while postsecondary training strives to supply all necessary skills and knowledge needed in specific trades, secondary programs are expected to provide students with approximately one third to one half of the preparation needed at the journeyman level. All aspects of the field may have been covered, but perhaps in less depth, especially since some secondary programs are concerned with skills related to a group of occupations rather than a specific occupation.

Included in instruction are activities to develop manipulative skills, technical knowledge, and related information such as job attitude, safety practices, trade judgement, and personal traits that are needed for successful employment.

II. OCCUPATIONS TO BE SERVED

Trade and industrial education at the secondary level serves primarily the following job titles listed by the Office of Education code:

17.0302 - Auto Mechanics	17.2300 - Metal Working
17.1001 - Carpentry (Construction)	17.2200 - Welding
17.1002 - Electricity	17.2300 - Small Engine Repair
17.1500 - Electronics	17.9901 - Industrial Cooperative Training
17.1300 - Drafting	17.9902 - Related Instruction
17.1900 - Graphic Arts	

Programs in other trade and industrial areas may be established by school districts if local needs and resources permit. Course codes could include 17.0200, Appliance Repair; 17.0301, Body and Fender Repair; 17.0700, Commercial Art; 17.0900, Commercial Photography; 17.2700, Plastics; 17.9902, Broadcasting, and others.

III. PROGRAM REQUIREMENTS

A. General Requirements

Vocational education programs in trade and industrial education shall make up the advanced portion of a sequential industrial education program. When properly organized industrial education includes a progression of activities which gives students the initial awareness, orientation, and exploration of industry and finally specialization and preparation leading to employability.

Industrial education includes both prevocational and vocational programs. Because of individual rates at which students master competencies, a properly designed industrial education program should not be highly structured according to grade level. However, to give direction and lend consistency to the industrial education programs that exist in Montana, *trade and industrial programs will only be funded at grades 11 and 12 unless evidence shows that a school is offering vocational instruction at grade 10 as part of the program. It is further required that, 1) a prerequisite industrial arts¹ program or other prevocational course(s) must precede the trade and industrial program to allow students to explore several skill areas without commitment to a specific vocation; and 2) that sufficient counseling and guidance, career information, and exploration be provided all male and female students so that when they enroll in a trade and industrial program they can be considered committed to a chosen career area.* Without these important services, programs may become filled with students who will not properly benefit from the training because they do not desire to enter the trade. Others with vocational goals may be denied enrollment as a result.

B. Organization and Content

1. Content

All programs of trade, industrial and technical education shall be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content of all programs shall be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis shall be organized into instructional units and written courses of study.

As programs are developed or modified, individualized instruction should be an integral part of the curriculum. Objectives are to be written in a performance, behaviorial, or measurable manner.

Contents of programs should not be restrictive in nature, but rather should provide flexibility in accordance with an ever changing industrial society.

Courses may be offered in any of the common trades such as, but not limited to, building construction, automotive, graphic arts and welding, or in subjects such as metalworking and industrial mechanics, that may be applied to a group of occupations.

1 Certain industrial arts programs may be eligible for funding. See Industrial Arts Criteria, P. 40.

2. Organization and Scheduling

Secondary trade and industrial programs must be of sufficient duration to provide a realistic attempt to develop the employment skills necessary to enter the occupation at the minimum level described above.

Program must include both basic and advanced courses each offered a full year with two periods per day for grade 11 and three periods per day for grade 12 recommended. Minimum for approval is two periods per day for the advanced course and a full period each day for the basic course. A period must meet time requirements in accordance with accreditation standards for courses involving lab work which must meet 270 minutes per week. Schools with modular schedules must arrange suitable combinations to provide an equal amount of time.

Prior to the two year trade and industrial program, provision must be made for students to explore a variety of fields so that they are able to make more meaningful choices for advanced training. Contained in the exploratory course(s) should be occupational information and awareness of what will be involved in further study.

3. Class Size

Determination of maximum class size for trade and industrial programs must consider the following:

- type of work being done
- type of equipment being used
- ease of supervision in the facility
- safety factors
- space that is available
- need for individual student instruction
- what resources, supplies, materials, etc., are available

Listed below are the generally accepted quality standards for class size and the maximum allowable class size for program approval:

<u>Program</u>	<u>Quality Standard</u>	<u>Approvable Maximum</u>
Appliance Repair	16	20
Auto Body	15	18
Auto Mechanics	15	18
Carpentry	14	16
Electricity/Electronics	16	20
Drafting (General & Machine)	18	22
Architectural Drafting	15	18
Graphic Arts	16	20
Metal Working	15	18
Welding	15	18
Small Engine Repair	18	20

*Deficiencies in some programs may dictate a lower maximum class size. Larger classes will be allowed by prior approval which will be granted only when evidence shows special factors, use of aides, a utilization of automated teaching systems or other factors which ensure that the larger number does not hinder the success of the program.

C. Facilities, Equipment and Resources

1. Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade as well as sound educational practices. Space requirements for new program facilities shall be designed accordingly. Specific square footage requirements are not listed due to the many variables that affect planning. The following factors need to be considered in designing facilities:

- a. number of students to be accommodated
- b. equipment provided
- c. work stations provided
- d. the need of insuring student and instructor safety
- e. the need of providing comfort and sanitation
- f. the need of providing adequate storage facilities
- g. the need of meeting building safety codes
- h. recognized standards of the trade, industrial or technical program being organized shall be used for planning purposes.
- i. the need for accommodating both male and female students.

2. Equipment

Provision shall be made:

- a. to have equipment available which will be comparable, insofar as practical, to that used in the occupation or trade being taught,
- b. to maintain equipment in good, usable manner,
- c. to have an adequate annual budget for the repair of equipment, for the replacement of equipment which becomes obsolete or worn, and for new types of equipment needed to keep instruction current.

3. Teaching Materials

Provision shall be made to insure that an adequate supply of materials is available not only for the manipulative activity, but for the related technical and other subject areas to be covered during the total instructional day. These materials include, but are not limited to:

- a. consumable pupil supplies
- b. consumable teacher supplies
- c. programmed instruction materials
- d. text and reference books
- e. audiovisual and other teaching aids.

D. Vocational Industrial Clubs of America (VICA)

1. Rationale

While the purpose of the instructional program of trade and industrial education is to give the student necessary occupation skills to enter the labor market it must be recognized that in a sound program the total education of the student must be considered. VICA programs give the student an opportunity to develop full potential in citizenship, leadership and character. This can be accomplished when the VICA program is conducted as a fully functional, integral part of the total vocational training program.

In addition to strengthening the instructional program, involving students in VICA activities helps them strive for personal development. This is accomplished in student initiated civic, educational, professional and social activities supervised by the trade and industrial instructor and administered by public school officials. VICA activities also foster respect for the dignity of work, promote high standards of trade ethics, workmanship, scholarship, and safety, and develop patriotism through the practice of democracy. See Appendix II

2. Program Standard

Since an actively functioning vocational student organization is a key element of quality, the trade and industrial program will not be considered complete without integration of VICA activities.

E. Teacher Certification and Qualifications (See Appendix I)

1. *Instructors of trade and industrial education must meet a five year (10,000 hour) obligation which should ensure a strong trade background. This may be satisfied by sufficient work experience augmented by educational course work or by a combination of work experience and college preparation.*

Secondary trade and industrial instructors shall have completed recent work experience directly related to the occupational area being taught. The following minimums apply:

- a. *A graduate with a teaching degree in trade and industrial education must have one year (2,000 hours) experience, and hold a Class II Certificate endorsed in the appropriate trade and industrial field (code 69).*
- b. *A non-degree man or woman or one with a degree in another field must have five years (10,000 hours) experience, and hold the Class IV Teaching Certificate.*
- c. *A person not meeting these requirements may receive credit for other educational and practical experience. This*

will be evaluated on an individual basis by the Division of Certification, Office of Public Instruction, in cooperation with the consultant for Trade and Industrial Education. In some cases work experience credit may be allowed for successful completion of an approved trade competency exam or other background contributing to trade competency.

3. Professional Preparation

A total of fifteen (15) quarter credits of vocational education professional course work is required which may be earned by completing courses in the following subjects or prior-approved alternates:

- a. Job Analysis*
- b. Principles and/or Philosophy of Vocational Education*
- c. Teaching Methods in Vocational Education (specific to area being taught)*
- d. Preparation of Instructional Materials*
- e. Vocational-Technical Organization and Management*
- f. Vocational Guidance*

F. Cooperative Education

To bridge the gap between education and employment it is recommended that a cooperative experience culminate the trade and industrial program. Students in the coop program will receive related classroom instruction in school and spend part of the school day on the job. Organization may be either as an Industrial Cooperative Training (ICT) program or as a trade area coop.

ICT programs utilize a single instructor/coordinator who teaches the related course and coordinates with employers who hire students in a variety of trade areas. The single trade coop involves an instructor/coordinator who teaches a trade such as welding and also supervises students placed in only that trade area as welders.

Expenses of the coop program may be partially funded on the same basis as regular vocational programs. A single trade area cooperative program may substitute for the required advanced course in an approved trade and industrial program. See Criteria for Cooperative Vocational Education Programs, page 47.

G. Extended Contract, Vocational Student Organization Stipend

A contract of ten to twenty working days beyond the regular teaching contract is recommended for the trade and industrial instructor for the purpose of equipment maintenance, curriculum development, shop organization, and other tasks which stem from the diversity of the T. & I. programs. This work could be done before, after, or during the school year or any suitable combination. An alternative is to regularly schedule extra free time for these purposes. It is further recommended that VICA advisors be

compensated for the additional duties that may result from conducting an active student organization. This stipend should be determined and negotiated with respect to the current scale for similar duties performed by teachers in other areas.

H. Sex Equity Requirements

Refer to No. 14, p. 6 and p. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY HOME ECONOMICS
WAGE EARNING EDUCATION PROJECT APPLICATIONS

I. SCOPE

Home economics wage earning programs are designed to prepare individuals for gainful employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills to train an individual to be a worker in such occupations are:

Food Service - training to work in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service and catering.

Child Care Services - training in work as an aide in a day care center, kindergarten, nursery school, Head Start.

Clothing Services - training to work as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker, retail clothing sales person.

Home and Institutional Services - training to work as a hospital aide, homemaker's assistant, motel-hotel aide.

II. OCCUPATIONS TO BE SERVED

Office of Education course codes applicable to home economics wage earning programs include:

09.0201 - Care and Guidance of Children

09.0202 - Clothing Management, Production and Service

09.0203 - Food Management, Production and Service

09.0204 - Home Furnishings, Equipment and Service

09.0205 - Institutional and Home Management and Service

09.0299 - Other Home Economics Occupational Preparation (includes HERO)

III. REQUIREMENTS

A. Sequence

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service may be offered, or a home economics related occupations (HERO) course may be offered. *Work experience, simulated or real, shall be an integral part of the course of the program.*

B. Curriculum

1. All programs of home economics for wage earning occupations shall be designed to meet the objective of preparing individuals to enter the occupation.
2. Content for all programs shall be derived from an occupational analysis which identifies the job opportunities available, function of the job, responsibilities to be assumed by the workers, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation an understanding of job application, Social Security, unemployment compensation, and other laws affecting employees.

C. Selection of Students

Home economics wage earning programs shall be open to any interested students, male or female. No specific courses will be prerequisites, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in sewing.

D. Time

The minimum weekly duration of home economics wage earning courses shall correspond with Paragraph 312.1 of Standards of Accreditation of Montana Schools. *This requires at least 170 minutes per week of instruction time. Depending on the activities integrated into the course, longer time blocks may be desirable.*

E. Instructor

The male or female instructor of wage earning programs related to home economics shall have a bachelor's degree in Home Economics Education plus one year of occupational experience in directly related work.

F. Facilities and Equipment

1. Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the job-oriented programs. *See page 37 for class size requirements.*
2. Additional equipment and storage will be determined by the needs of the program and number of students to be served.

IV. SEX EQUITY REQUIREMENTS

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

V. RECOMMENDATIONS

- A. Work in connection with an FHA/HERO chapter as an integral part of the home economics wage earning program is encouraged.

CRITERIA FOR THE APPROVAL OF SECONDARY CONSUMER AND HOMEMAKING EDUCATION PROJECT APPLICATIONS

I. SCOPE

Consumer and homemaking education refers to education designed to help male and female students improve home environments and the quality of personal and family life. A quality consumer and homemaking program should provide the opportunity to obtain some competencies in each of the following: food, nutrition, human development, child development, parenting, clothing, housing, energy and management of resources with emphasis on selection, use and care of goods, services and other consumer responsibilities.

The program shall be designed to:

- a. Encourage greater consideration of the social and cultural conditions and students with special needs, especially in depressed areas.
- b. Prepare female and male youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- c. Include consumer education as an integral part of all subject areas of home economics.
- d. Encourage preparation for professional leadership in home economics.

II. O. E. COURSE CODES FOR CONSUMER AND HOMEMAKING EDUCATION

Consumer and homemaking education programs include a variety of courses usually grouped under Office of Education course code number 09.0101 - Comprehensive Homemaking. Within a program, instruction may specifically relate to the following:

<i>09.0102 - Child Development</i>	<i>09.0107 - Food and Nutrition</i>
<i>09.0103 - Clothing and Textiles</i>	<i>09.0108 - Home Management</i>
<i>09.0104 - Consumer Education</i>	<i>09.0109 - Housing and Home Furnishings</i>
<i>09.0106 - Family Relations</i>	<i>09.0199 - Other Consumer Homemaking</i>

III. REQUIREMENTS

A. Curriculum and Scheduling

A vocational consumer and homemaking program shall be offered for not less than three years in grades 9 through 12. One of the following options for organizing the program may be selected:

1. *A two-year sequential program plus a minimum of two semester courses available to juniors and/or seniors. No prerequisites shall be required for enrollment in semester classes. One or both of these semester classes may be wage earning as it relates to home economics.*

2. A one-year comprehensive course followed by a minimum of four semester courses covering the broad scope of consumer homemaking education. One or two semester classes may be wage earning as it relates to home economics. When a one-year comprehensive course is offered in an accredited junior high school home economics program at the 9th grade level, a minimum of four semester courses shall be offered for grades 10, 11, and 12.
3. A three-year sequential program, homemaking I, II, and III.

B. Time

1. The weekly duration of home economics courses shall correspond with Paragraph 312.1 of Standards for Accreditation of Montana Schools. *(This requires 360 minutes per week for lab courses.)*
2. A minimum of five regularly scheduled conference periods during the school week shall be provided for work in relation to program planning, contact with parents and work with individual students.

C. Instructor

1. The instructor shall have a bachelor's degree with a major in home economics education from a college or university approved for the training of vocational home economics teachers.
2. Credit requirements for home economics education majors are as follows and shall be taught in a school or department of home economics.

Family Life and Consumer Decision-Making - eighty (80) percent of required courses shall be distributed equally among the following: child development, family life, resource management, consumer education, clothing and textiles, food and nutrition, housing and furnishings and equipment.

Professional - twenty (20) percent of the requirement credits should be related to the strategies and techniques of teaching home economics. Courses included in this area may be adult education, curriculum, seminars, etc.

D. Facilities and Equipment

1. There shall be adequate space and equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.
2. The school administrator and home economics instructor shall

set up a budget annually for the equipment, operation and maintenance of the consumer and homemaking department.

E. Minimum Student Load Per Class, Lab Unit

1. Consumer Homemaking

Each consumer homemaking lab class, i.e. Foods and Nutrition, Clothing and Textiles and Child Development, should be limited to 20 and must not exceed 25, students per instructor. Furthermore, the following numbers of students per lab station is stipulated:

	<u>Ideal</u>	<u>Maximum</u>
<i>Per Foods Lab Unit</i>	3	5
<i>Per Sewing Machine</i>	1	2

Other consumer homemaking classes, i.e. Housing, Family Relations, Child Development (without lab) must be limited to 25 students per instructor.

2. Home Economics Wage Earning Programs

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section, Part VI, p. 47)

F. Sex Equity Requirements

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

IV. RECOMMENDATIONS

- A. Work in connection with Future Homemakers of America as an integral part of the consumer and homemaking education program is encouraged.

CRITERIA FOR THE APPROVAL OF PRE-VOCATIONAL INDUSTRIAL ARTS PROGRAMS

I. SCOPE

Industrial Arts programs may be approved if they fulfill the intent of PL 94-482, the Vocational Education Act of 1963 as amended in the Education Amendments of 1976. Federal regulations dealing with industrial Arts are outlined as follows in Federal Register, October 3, 1977:

Section 104.591 Use of Funds.

A state may use funds under its basic grant (section 120 of the Act), when included in the approved five year state plan and annual program plan, for industrial arts programs which meet the requirements set forth in 104.592.

Section 104.592 Industrial Arts Programs.

Industrial arts education programs which may be funded under 104.591 are those industrial arts programs which are designed to meet the purposes of this Act (including the elimination of sex stereotyping) and which: (a) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, construction, evaluating and using tools, machines, materials, and processes; and (b) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

II. OCCUPATIONS TO BE SERVED

A comprehensive industrial arts program provides students with awareness, orientation, exploration, and prevocational experiences that relate to a wide variety of trade, industrial and technical occupations. *The Office of Education source codes to be used in reference to approved industrial arts programs are:*

39.0400 - Industrial Arts

39.0401 - *Occupationally Oriented Industrial Arts*

39.0402 - *Prevocational Industrial Arts*

III. REQUIREMENTS

To be approved for funding, school districts must meet the following criteria in addition to general vocational education requirements as outlined in the Montana State Annual and 5 Year Plan for Vocational Education. The school shall:

- A. *Provide a program that incorporates occupationally oriented instruction in a cluster of occupational areas and/or pre-vocational training in an occupational area which is intended to prepare students for entry into a vocational education program at the secondary and/or postsecondary level.*
- B. *Provide adequate career guidance and counseling as an integral part of the program along with curricular design that introduces and explores the career opportunities in industrial fields.*
- C. *Provide assurance that the district will maintain its financial effort by expending from local funds an amount not less than that expended for operation of industrial arts programs the preceding year.*
- D. *Provide for a follow-up of students who complete program requirements.*
- E. *Provide laboratories, classrooms, and the instructional equipment and tools of adequate size, design, condition, and kind to facilitate the conduct of the program.*
- F. *Provide a teacher who holds a Montana secondary teaching certificate endorsed in Industrial Arts.*
- G. *Provide adequate local supervision and evaluation of the program to ensure accomplishment of program objectives.*
- H. *Submit such reports on enrolments, etc., as may be required by state policies and procedures.*
- I. *Provide for open enrollment of female and male students including the identification and correction of schedule conflicts, design of training activities to include participation of both sexes, and provision for unbiased information on career opportunities free of traditional sex stereotypes in recruitment activities.*
- J. *Assure that funds available through state and federal sources shall be used for the same additional cost items as are allowed in vocational education programs, but that emphasis will be placed on expenditures for adding or strengthening the activities assigned to increase student knowledge of industrial occupations and job information.*

IV. PROGRAM INFORMATION

- A. *Industrial arts programs are not designed nor intended to duplicate regular vocational education programs nor to prepare students for job entry.*
- B. *The funding pattern for industrial arts will follow the State Plan formula for the distribution of funds with an added provision that industrial arts programs will be funded at one-half the average rate for regular vocational programs.*

C. Requirements of Eligible Industrial Arts Programs

1. Occupationally Oriented Industrial Arts.

- a. *Instruction must be offered at grades 9 and 10.*
- b. *Each of the four major clusters*, Communication, Construction, Materials, and Energy must be included in the course of instruction. This may be organized in a general shop setting or as a rotation among unit shops.*
- c. *Activities to provide students with knowledge of industrial occupations must be integrated into the program. Included will be instruction relating to a broad range of occupations and exploratory hands-on experiences typical of requirements in some selected jobs. Students shall be familiarized with training requisites, working conditions, wage or salaries, employment outlook, and other relevant information. Pertinent observations of work situations (actual or simulated), familiarization with available advanced training opportunities, utilization of VIEWS materials, involvement in mass production and/or enterprise simulations, and high use of resource persons are among the activities to be considered for the program.*
- d. *A library of resources pertaining to industrial careers shall be established and maintained for student use.*
- e. *Program instructor(s) and guidance department counselors in a cooperative effort shall work with students to identify and develop individual attitudes, interests, and capabilities.*
- f. *Close contact with the industrial community is vital and must be maintained through maximum use of resource persons, field trips, and other activities.*
- g. *An advisory committee for the program shall be active and include representatives of each cluster area.*
- h. *An organized student organization should be available for industrial arts student participation.*
- i. *Junior high or middle school courses as well as grade 11 and 12 industrial education programs must correlate with the program being offered.*

*See the Montana Industrial Arts Curriculum Guide.

- j. It is recommended that an instructor with responsibility for the conduct of the program be contracted for an additional 10 days to coordinate development of supplementary materials and activities and to plan curriculum changes needed to implement the program.
- k. *Each instructor shall complete a pre-service or in-service course or workshop designed to build instructor competence for teaching in an occupationally oriented industrial arts program. This shall be done within two years of the start of the program.*
- l. Evidence of curriculum modification shall be a part of any program evaluation.
- m. Evaluation of student progress in the program shall include measurement of the degree to which they are knowledgeable in the area of occupational information.
- n. *Maximum class size is 24 students.*

2. Prevocational Industrial Arts

- a. *Courses offered shall be scheduled for a minimum of 180 class periods per year, with 360 periods recommended. Block time (double period) is suggested for best time utilization. Levels of instruction are grades 11 and 12.*
- b. *Prerequisite exploratory course work is required to ensure that students have narrowed their choices for advanced study and can profit from more specialized training.*
- c. *Courses shall be designed to cover a single industrial field or cluster of related areas.*
- d. *Instructor shall carry proper secondary certification endorsed in Industrial Arts with the necessary course work as outlined in Standards for Accreditation of Montana Schools. (See Appendix III)*
- e. *Maximum class size shall be as stipulated for a trade and industrial program in the same subject field. (See page 28)*
- f. *Familiarization with available vocational-technical education opportunities will be stressed.*
- g. *Close contact with industry will be maintained to provide additional insight to students about the occupations related to the training area.*

- h. Individuals must be provided information and explorations helpful for enrollment in advanced technical, trade and industrial programs.
- i. Cooperation is to be exercised among instructors and guidance personnel to provide occupational counseling to students in the program.
- j. A library of resources related to the employment aspects of the occupational field shall be established and maintained for student use.
- k. It is recommended that instructors be employed for an additional 10 working days to coordinate curriculum development, implement the added occupational awareness phase of the program, and to maintain and organize equipment, facilities and other resources of the program.
- l. An active advisory committee shall assist with the program.
- m. Instructors shall complete a pre-service or in-service course or workshop designed to increase competency in conducting a prevocational industrial arts program within two years of the start of the program.
- n. Activities of an industrial arts or vocational student organization are recommended to be available to students as an integral part of the program.
- o. Proficiency standards, both for technical skills and for occupational knowledge, shall be established to identify the scope of the instruction and to be used in student evaluation. This will interface with a state level project now underway.
- p. A follow-up of students who have completed the program shall be conducted and results used in planning and program revision.

PART IV: SPECIAL VOCATIONAL NEEDS

INTRODUCTION

Special vocational needs as provided for in Public Law 94-482 is intended to ensure vocational education opportunities for the disadvantaged and handicapped. Federal law dictates that 30% of the basic Federal grant allocated to Montana must be set aside for programs to serve the Special Needs population of the state. These monies may be expended on programs to provide the prerequisites for success in a regular vocational program. Students who lack reading and/or math skills may be provided remedial academic programs directed towards successful participation in regular vocational classes. Prevocational or preparatory skills other than academic may be included in programs for Special Needs students. When a student does not possess the backlog of knowledge of the basic principles of vocational areas, special equipment and materials may be purchased to ameliorate these vocational deficiencies. In addition to these programs, tutorial services may be funded to heighten the student's chances for success in the regular vocational classroom.

POPULATION TO BE SERVED

The term "disadvantaged" means males or females (other than handicapped persons) who have academic or economic disadvantages which preclude success in a regular vocational classroom and require special services, assistance, or programs.

Academic disadvantage means that a person:

1. Lacks reading and writing skills;
2. lacks mathematical skills;
3. performs two years below grade level;
4. is a dropout; and/or
5. is a potential dropout.

Limited English-speaking ability means:

1. Individuals who were not born in the United States or whose native tongue is a language other than English; and
2. individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

Economic disadvantage means that:

1. Family income is at or below national poverty level;
2. participant or parent(s) or guardian of the participant is unemployed;
3. participant or parent of participant is recipient of public assistance; and
4. participant is institutionalized or under state guardianship.

"Handicapped" applies to a male or female who is:

1. mentally retarded
2. hard of hearing
3. deaf
4. speech impaired
5. visually handicapped
6. seriously emotionally disturbed
7. crippled (orthopedically impaired)
8. other health impaired including learning disabilities

The disadvantagemnt or handicap must be to the extent that the student cannot succeed in the regular vocational education program without special educational assistance or a modified vocational education program.

Secondary students who are enrolled in Title I programs or Special Education classes are qualified participants in Special Vocational Needs Programs.

PROGRAM APPLICATION PROCEDURE

Before to the submission of application for funding, a needs assessment must be initiated. The results of this assessment must be reflected in the body of the program proposal. The program proposal forms are sent to the educational agency by the Consultant for Special Vocational Needs upon request. The proposal contains the following elements:

- A. Title Page
- B. Background Data
- C. Body of the Proposal
 1. Problem
 2. Objectives
 3. Procedures
 4. Time Schedule
 5. Facilities and Equipment
 6. Guidance and Job Placement
 7. Evaluation
 8. Coordination with Other Programs
 9. Advisory Council
 10. Participants
 11. Personnel
 12. Board Commitment
- D. Assurances
- E. Estimated Budget and Matching Rationale

Two very important elements of this form are the budget and the matching rationale.

Section 110 of PL94-482 requires 50/50, or dollar for dollar match by the applicant. The expenditures which the applicant may use for matching purposes are clearly outlined on Page 178 of the Vocational Education Five Year Plan for 1978-1982.

Section 140 of PL94-482 provides for Special Disadvantaged programs in areas of high school dropout rate or high youth unemployment. These funds do not require matching monies. Page 180 of the Five Year Plan further discusses this source of funding.

FUNDING PROCEDURE

Special Needs projects are funded in the same manner as regular vocational programs. Forward funding and certification of expenditures are discussed on Page of this manual.

TEACHER QUALIFICATIONS

Teachers must meet the certification requirements as stipulated in Section 200, paragraph 202.23 of the Board of Public Education Policies. See Appendix 1.

No Special Needs endorsement is mandatory; however, vocational teachers are encouraged to participate in Special Needs in-service workshops or on-campus extension courses offered by the University System.

SEX EQUITY REQUIREMENTS

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

PART V: PROGRAM IMPROVEMENT, SECTION 130

Federal funds available to Montana under Section 130 of P.L. 94-482 in some cases can be applied for by local school districts although other agencies such as teacher training institutions are most often involved.

The categories are:

- Section 131 - Research
- Section 132 - Exemplary Programs
- Section 133 - Curriculum Development
- Section 134 - Professional Development
- Section 135 - Vocational Guidance
- Section 136 - Programs to Overcome Sex Bias

Further information concerning grants for these programs can be found in the FY 1980 Annual Plan for Vocational Education beginning on page 108. Current information on available funds can be obtained from Dr. Larry C. Key, Administrator/Director, Division of Vocational and Occupational Education, Office of Public Instruction. (See directory P. ii.)

PART VI: APPROVAL CRITERIA FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

I. SCOPE

Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the students' employability.

Any student may participate in a cooperative vocational education program who will benefit from such instruction and is able to attain the entry-level skills in the occupation for which he/she is seeking employment. Training experience and school attendance may be on alternate half days, full days, weeks, or other periods of time. Programs may be offered on a semester, full-year, and two-year sequence.

II. OCCUPATIONS TO BE SERVED

Cooperative vocational education programs at the secondary level may serve any of the job titles as listed by Office of Education codes in the following specific areas of training:

*Distributive
Health Occupations
Trades and Industry*

*Wage Earning Home Economics
Office Occupations
Agriculture Occupations*

III. PROGRAM REQUIREMENTS

A. Compliance Standards

1. The occupational needs of the community warrant the training of students.
2. There must be student interest in a cooperative education program and in the occupational offerings available.
3. The employment of a student-learner must not have the effect of displacing a worker employed in the establishment.
4. The facilities of the employer of cooperative education students shall be inspected and approved for adequacy and safety by the teacher-coordinators.
5. *The student-learner, during the training experience, shall be under the direct supervision of the designated on-the-job trainer, particularly when the work is in occupations classified as hazardous on machines or processes that are classified as hazardous.*

6. Vocational instruction related to the student's occupational objective shall be provided.

A qualified teacher-coordinator must be responsible for the program.

An advisory committee, with representative from labor, management, education, and student-learners, must be established for each specific area of training, i.e., distributive, health occupations, trades and industry, wage earning, office and agricultural education.

A signed training agreement must be prepared between the participating employer, educational agency, and trainee.

Students placed in cooperative training stations must be compensated at least at minimum wage standards.

Forty (40) cooperative students is the maximum per coordinator.

The cooperative coordinator must be provided with coordination time over and above his/her regular preparation period(s). A minimum of one hour of coordination time per day must be allotted for every twenty (20) cooperative vocational education students.

The coordinator shall be employed for an extended contract of at least 10 days while school is not in session to assist students in finding jobs, developing training stations, etc.

Student placement for the first year of operation should be a minimum of 50% of the students enrolled in a specific cooperative program. Placement in successive years of operation should reach a level of 75-80%.

B. Instructor Qualifications

The cooperative vocational education teacher-coordinator shall have the following qualifications:

1. Coordinators shall hold a valid Montana teaching certificate endorsed in the applicable vocational area.
2. Coordinators shall have had at least one year of occupational experience in a related field.
3. Coordinators shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

C. Funding for Cooperative Vocational Education Programs

Area of cooperative vocational education programs that may be considered as excess costs and thereby claimed as a reimbursable expenditure are:

- 1. Extended contract salary - that time prior to and immediately following the school year which is used by the teacher-coordinator to cultivate training stations, make home visitations, place students, and evaluate his/her program.*
- 2. Coordination time during the school day - That time during the school day which is used by the teacher-coordinator to coordinate individual trainees' on-the-job activities. As an example, if one-third (1/3) of the teacher-coordinator's time during the day is devoted to on-the-job coordination, then one-third (1/3) of his/her salary must be considered an additional cost item.*
- 3. Coordinator's travel expenses - those travel expenses incurred by the teacher-coordinator in coordinating on-the-job activities of students.*

D. Sex Equity Requirements

- 1. An employer with whom a contract is made shall be an equal opportunity employer and should interview and place male and female students in work experience dependent on their interests and abilities rather than cultural sex role stereotypes.*
- 2. The advisory committee shall have representation of both sexes and racial and ethnic minorities found in the region the council serves.*
- 3. Female and male student-learners shall be paid on an "equal pay for equal work" basis within the same firm.*
- 4. Refer to No. 14, p. 6 and pp. 52-55 for other sex equity requirements.*

PART VII: ADULT (PART TIME) VOCATIONAL EDUCATION PROGRAMS

Funding support for programs of Adult Vocational Education is not currently available from state nor federal sources, except in the case of Special Needs and other set aside sections. In the event that allocations are made in future State Plans for this purpose, guidelines and information about application procedures will be transmitted to School Districts.

Assistance with Adult Vocational Education Programs being conducted through local resources is available upon request from the consultative staff of the Office of Public Instruction.

PART VIII: MONTANA VIEW

Project VIEW (Vital Information for Education and Work) is a career information system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm cards called VIEWscripts which contain:

1. Brief statements about the career;
2. Requirements and qualifications; that is personal traits, aptitudes and physical abilities;
3. Preparation and training necessary;
4. Prospects and opportunities;
5. Detailed information on each occupation;
6. Salary information, working hours and fringe benefits;
7. Sources of additional information; and
8. Related careers.

The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students. These factors make the system attractive to students who have had little prior experience with career information. Guidance counselors appreciate the low-cost and up-to-date career reference materials, while teachers have found the materials to be useful whether working with students on a group or individual basis.

Employment opportunities in Montana are constantly changing as are the skills, knowledge, and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations.

These factors highlight the need for a systematic approach to maintain a current bank of occupational and educational information (Project VIEW). The State Project VIEW Consultant updates material by interviewing individuals employed in specific occupational areas, labor unions, and agencies in a continuous process. The Consultant also develops and adds new VIEWscripts to the current VIEW deck.

VIEW materials are provided upon request to public and private secondary schools, postsecondary schools and other populations (e.g.: adult education classes; job placement centers at the state prison, adult probation and parole offices; the Social and Rehabilitation Services learning center; and any other educational program needing the material). VIEW materials are free of charge, with the stipulation that the user must furnish the necessary microfilm reading equipment.

Original VIEW materials were written with reference to sex preference and characteristics in several occupational areas. The State Project VIEW Consultant has devoted much time and energy to eliminate sex-bias and stereotyping by editing all VIEW materials. Each narrative has been carefully reviewed for sex bias as scripts have been updated.

PART IX: SEX EQUITY IN VOCATIONAL EDUCATION HUMAN POTENTIAL DEVELOPMENT

I. INTRODUCTION

One of the priorities of Title II of the Vocational Education Act of 1976 is the development of programs to overcome sex discrimination, sex bias, and sex stereotyping in vocational education. This Act Complements Title IX of the Educational Amendments of 1972 which prohibits sex discrimination in educational policies, programs and practices.

Title II defines sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex." It is sex discrimination in its various forms which is prohibited by the provisions of the regulations to implement Title IX.

Title II also acknowledges the existence of sex bias, which is defined as "behavior resulting from the assumption that one sex is superior to the other" or "differences assigned to different sexes, not related to physical attributes"; and sex stereotyping, which is defined as "attributing behaviors, attitudes, abilities, interests, values, and roles to a person on the basis of their sex."

Title II moves beyond Title IX to establish administrative procedures, program priorities, and funding sources for positive efforts to overcome sex bias and sex discrimination in vocational education. It reflects a recognition that the prohibition of sex discrimination is not sufficient to modify long existing patterns of sex segregation in education and work, and it provides legislative support for the initiation of active efforts to modify biases and stereotypes which maintain these patterns.

II. PURPOSE AND SCOPE

To develop and carry out such programs of vocational education in Montana so as to overcome sex discrimination, sex bias, and sex stereotyping in vocational education programs (including programs of homemaking) and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

III. STATEMENT OF PHILOSOPHY

It is the primary responsibility of vocational educators to provide all students with the knowledge and skills needed for successful job entry into the world of work. All paid and nonpaid work should be treated as honorable and worthy of respect; no job or job choices should be downgraded or considered incompatible with a person's sex.

Instead, both male and female students should be offered more career options based on ability and informed personal interest.

Therefore, it is the responsibility of vocational educators to provide programs free of sex bias, sex discrimination, and sex stereotyping and to emphasize the importance of lifetime occupational planning for both males and females. The need to assume financial responsibility for self and others is not limited in our society to members of one sex.

It is possible in such an instructional environment to develop students' potential to the fullest and to ensure their placement in a work environment which is financially and psychologically rewarding to every individual and to society as a whole.

The Human Potential Development Consultant in the Department of Vocational and Occupational Services is in charge of developing, administering and evaluating programs to eliminate sex bias and sex stereotyping. The consultant's job includes evaluating all vocational education programs in the state for sex bias and stereotyping; creating an awareness of programs and activities which seek to reduce sex bias and stereotyping; assisting local school districts in improving vocational education opportunities for men and women in nontraditional program areas; reviewing Title IX self-evaluations monitoring employment practices; collecting, analyzing and disseminating data on the status of men and women students and employees in state vocational education programs.

IV. GUIDELINES

The following guidelines have been developed to assist local school districts in complying with the requirements set forth by Title II of the Education Amendments of 1976. These elements will be incorporated into all forms required for local program applications, evaluations and reports.

A. Administration

1. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.
2. Initiate in-service training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
3. Establish and encourage standards governing the use of non-sexist texts, materials, tests and procedures.
4. Establish procedures for describing and communicating to the community that all programs are available to all students irrespective of sex.

5. Eliminate any conditions that could limit students' access to vocational programs.
6. Review Title IX self-evaluation including what corrective actions have been taken to ensure equal educational opportunity.

B. Local Vocational Advisory Councils

A local advisory council should have an appropriate representation of both sexes, to include women and men with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the educational experiences and problems of sex discrimination and stereotyping in job training and employment. The council should have an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community, or region which the local council serves.

C. Vocational Education Program

1. All vocational education and related courses/programs must be open to both male and female students ensuring career options to both sexes.
2. All course descriptions, title, curriculum and instructional materials in vocational education programs should be designed to ensure that female and male students are treated equally so that sex stereotypes and biases are not perpetuated.
3. Program and course content should reflect the importance of lifetime occupational planning for both male and female students.
4. Program and course content should include factual career and employment information free of sex stereotyping and sex bias allowing students to make occupational decisions based on ability and informed personal interests.
5. Assure that equipment and facilities are available and suitable to accommodate the participation of both sexes.

D. Vocational Educators

1. Review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes, and use resource persons that provide role models of both women and men in all occupational fields.
2. Develop curricular and instructional materials that include up to date bias free information concerning careers and the changing occupational roles of men and women.

3. Develop an effective informational program to encourage students of one sex to consider enrolling in classes dominated by the other sex; and develop procedures for supporting those students so that they can achieve success.
4. Participate in in-service training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

E. Vocational Guidance and Counseling

1. Vocational counseling should be a responsibility shared by both guidance counselors and vocational teachers.
2. Vocational education programs offered in public school systems should reflect labor market needs.
3. The best available labor market data should be collected to permit students to look across occupational fields to see and compare current demand and current earning potential of occupations, and be assembled in a form that does not suggest that some occupations are women's and some occupations are men's.
4. Assure that students have access to a full range of occupational fields and vocational education programs to enable the students of both sexes to consider careers dependent on skills, interests, and abilities rather than sex stereotypes.
5. Be sensitive to the ways in which personal stereotypes and biases affect the counseling provided to students and be receptive to information and activities such as in-service programs that help to eliminate personal stereotypes and biases from contacts with students.

F. Student Organizations

Membership should be comprised of both male and female students and a special effort be made to assure both males and females are active in the vocational fields which they represent.

G. Cooperative Vocational Education Programs

Policies and procedures should be adopted to assure that the student entering nontraditional areas of employment has equal access to the training opportunities of cooperative education programs.

SUPERINTENDENT OF PUBLIC INSTRUCTION
POLICIES
AND
STATE ADMINISTRATIVE PROCEDURES
FOR
VOCATIONAL EDUCATION IN MONTANA

Office of Public Instruction
Georgia Rice, Superintendent
State Capitol
Helena, MT 59601

001 DEFINITIONS

AQUISITION COST	Acquisition cost of an asset includes the net price paid the vendor, all transportation and installation costs, and the cost of any adjustment or modification. Acquisition cost of land includes costs of removing unwanted buildings, grading and draining, installation of walks or roadways and landscaping and other carrying costs.
ADULT PROGRAM	Vocational education for persons 16 years of age or older who have completed or left high school and who are not described in the definition of "postsecondary program,; or who have already entered the labor market, or who are unemployed. (Federal)
AMERICAN NATIVE NATIVE ALASKAN	A person having origins in any of the original people of North OR America, and who maintains cultural identification through tribal affiliation or community recognition. (Federal)
ANCILLARY SERVICES	Activities which contribute to the enhancement of quality in vocational education programs, including activities such as teacher training and curriculum development, but excluding administration (except in consumer and homemaking education under Section 150 of the Act.) (Federal)
APPLICATION FEE	A fee collected only one time from each applying student. The student application fee is considered part of tuition.
APPRENTICE COURSE	A course devoted to teaching vocational and related information to individuals pursuing a formal apprentice training program and registed with a recognized state or federal apprenticeship agency.
ASIAN OR PACIFIC ISLANDER	A person having origins in any of the original people of the Far East, Southeast Asea, the Indian sub-continent, or Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillipine Islands, Samoa, India and Vietnam. (Federal)
BLACK, NOT OF HISPANIC ORIGIN	A person having origins in any of the black racial groups of Africa. (Federal)
CAPITAL EXPENDITURE	Expenditures for the acquisition of fixed assets or additions to fixed assets (real and personal property). Real property expenditures for land, land improvements, buildings, building remodeling, building additions, building construction and personal property expenditures for machinery, equipment, furniture, fixtures, vehicles and tools.
CETA/WIN (MANPOWER) CLASSROOM TRAINING PROGRAM	Classroom and/or classroom related manpower training programs designed to prepare youths or adults for employment training aimed at employment.
CONSUMER AND HOMEMAKING EDUCATION PROGRAMS	Instructional programs, services, and activities at all educational levels for the occupations of homemaking including, but not limited to: (1) Consumer education; (2) Food nutrition;

- (3) Family living and parenthood education;
- (4) Child development and guidance;
- (5) Housing and homemangement (including resource management); and
- (6) Clothing and Textiles.
(Federal)

COOPERATIVE
EDUCATION

A program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the co-operative program. (Federal)

COOPERATIVE
PROGRAM STUDENT

A student with a minimum of one hour per week, in addition to regular classes, devoted to discussion of working problems, assignments of special projects, etc.

CURRICULUM

A series of courses or units, organized in sequential order, designed to lead the student toward the attainment of vocational aims and objectives.

POSTSECONDARY
DIRECTOR

An administrator who has administrative responsibilities for vocational programs.

DISADVANTAGED

- (a) Persons (other than handicapped persons) who:
 - (1) Have academic or economic disadvantages; and
 - (2) Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.
- (b) "Academic disadvantage" for the purposes of this definition of "disadvantaged" means that a person
 - (1) Lacks reading and writing skills;
 - (2) Lacks mathematical skills; or
 - (3) Performs below grade level.
- (c) "Economic disadvantage," for the purposes of this definition of "disadvantaged," means
 - (1) Family income is at or below national poverty level;
 - (2) Participant or parent(s) or guardian of the participant is unemployed;
 - (3) Participant or parent of the participant is recipient of public assistance; or
 - (4) Participant is institutionalized or under State guardianship. (Federal)

DISPLACED
HOMEMAKERS

Persons who had been homemakers for a substantial number of years but who now, because of dissolution of marriage, must seek employment; or persons who are single heads of households and who lack adequate job skills; or persons who are currently homemakers and unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment.

ENERGY EDUCATION PROGRAM	A program for the training of miners, supervisors, technicians (particularly safety personnel) and environmentalists in the field of coal mining and coal mining technology. Programs may be conducted at the postsecondary institutions only. Programs may also include training of individuals needed for the installation of solar energy equipment, including training necessary for the installation of glass paneled solar collectors and of wind energy generators, and for the installation of other related applications of solar energy. (Federal)
EVALUATION	A term indicating the procedure for determining the effectiveness of the program.
EXECUTIVE OFFICER OF VOCATIONAL EDUCATION	The Superintendent of Public Instruction is the Executive Officer legally designated state official directly responsible for the development of policies for vocational education.
EXEMPLARY PROGRAM	<p>A program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including</p> <ol style="list-style-type: none"> (1) Programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) Programs designed to develop training opportunities for programs in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) Programs of effective vocational education for individuals with limited English-speaking ability; (4) Establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) Programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including <ol style="list-style-type: none"> (a) Programs and projects designed to familiarize secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations; and (b) Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education. (Federal)

Recommended guide for 1979-80 school year.

FULL-TIME EQUIVALENT	<ol style="list-style-type: none"> (a) Student - Two hundred and fifty (250) classroom contact hours per quarter and seven hundred and fifty (750) classroom contact hours per year. (b) Administrator - Twelve (12) months of contracted employment. (c) Instructional Staff - Eight hundred sixty (860) hours of actual student classroom contact hours per year.
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- (d) Other Professional - One hundred eighty-one (181) days of contracted employment.
- (e) Support Staff - Forty (40) hours per week for a twelve (12) month period.
- (f) Productivity FTE ratio:

$$\text{FTE} = \frac{\# \text{ of students} \times \text{inst. classroom hours per week}}{375}$$

The 375 factor is derived by multiplying the average class size (15) times the average instructional staff hours in front of a class (25). $15 \times 25 = 375$.

The above formula applies to all instructors unless it violates pre-established standards required by state or national accrediting agencies.

Postsecondary vocational centers are working toward a uniform definition of full-time equivalent determined by standard calendar.

FULL-TIME
VOCATIONAL
EDUCATION
TEACHER

An instructor carrying a vocational teaching assignment that contains at least the minimum number of hours considered by the Superintendent of Public Instruction or local educational agency to be the recognized full-time load of a person engaged for a normal work day and week in the program.

FUND
21/CETA
STUDENT

Fund 21 Student

- (a) Student pays tuition or
- (b) CETA or another agency pays tuition.
- (c) Program instruction is paid in total from Fund 21 budget. The total number of contact hours generated under this example shall be counted as Fund 21 generated contact hours. Eighty-dollar Superintendent of Public Instruction tuition shall be collected.

Fund 21/CETA Student

- (a) CETA pays tuition and a percentage of the total expense of program instruction. The percent of program instruction paid by CETA does not generate Fund 21 contact hours. Only the percent of program instruction paid from Fund 21 shall generate Fund 21 contact hours.

Example:

CETA pays \$80 Office of Public Instruction tuition.
CETA pays 50% of program instruction cost.
Fund 21 pays 50% of program instruction cost.
Fifty percent of the total generated contact hours shall be considered Fund 21 generated contact hours and counted as such.
Eighty-dollar Office of Public Instruction tuition shall be collected.

Total CETA Student or Program:

- (a) CETA pays the total additional expense of program instruction for an individual student or for the total program. Fund 21 student contact hours are not generated under this example. No Office of Public Instruction tuition shall be collected.

FUND 21
INSTRUCTIONAL
SLOTS

Instructional slots funded by Fund 21 budget shall be filled on a first come, first served basis by those students who have an application on file.

GUIDANCE AND
COUNSELING
PROGRAMS

Includes counseling, information placement, appraisal, and follow-up and research.

HANDICAPPED

- (a) A person who is:
- (1) Mentally retarded;
 - (2) Hard of hearing;
 - (3) Deaf;
 - (4) Speech impaired;
 - (5) Visually handicapped;
 - (6) Seriously emotionally disturbed;
 - (7) Crippled (orthopaedically impaired); or
 - (8) Other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment; and
- (b) A person who, by reason of the above:
- (1) Requires special education and related services, and
 - (2) Cannot succeed in the regular vocational education program without special educational assistance; or
 - (3) Requires a modified vocational educational program. (Federal)

HISPANIC

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. (Federal)

INDUSTRIAL ARTS
EDUCATION
PROGRAM

Those education programs:

- (a) Which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, as experimenting, designing, constructing, evaluating and using tools, machines, materials and processes; and
- (b) Which assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs. (Federal)

INSTRUCTIONAL
STAFF

Individuals employed for the primary purpose of performing instructional activities in job skill preparation. Only those individuals who devote 50% or more of their time to instruction in specific job skills instruction or training should be reported. Both part-time and full-time staff members should be reported. (Federal)

LEFT BEFORE COMPLETION	A student who had been enrolled in a program of vocational education and left the school and program voluntarily before its formal completion because he/she acquired sufficient entry-level job skills to work in the field, and who took a job related to that training or left for personal reasons.
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LIMITED ENGLISH SPEAKING	(a) Individuals who were not born in the United States or whose native language is a language other than English, and (b) Individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner under regulations authority by the Bilingual Education Act, Title VII, Elementary and Secondary Education Act of 1965, as amended and by reasons thereof, have difficulty speaking and understanding instruction in the English language. (Federal)
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LOCAL EDUCATION AGENCY	Consists of the local board of trustees responsible for local policy and administration consisting of the district superintendent and staff and the vocational technical center director.
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LOCAL ADVISORY COMMITTEE	A group of persons, usually outside the education profession, selected for the purpose of offering advice and counsel regarding vocational education to the educational institution.
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MAJOR EQUIPMENT	Fixed or movable articles, particularly designed and essential for use in a vocation, or training for a vocation, which cost \$300 or more per unit. (Not applicable to construction projects.)
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MAJOR OCCUPATIONAL HEADING	(a) Agriculture (b) Consumer Home Economics (c) Distributive (d) Health (e) Home Economics Occupational Preparation (f) Office (g) Technical (h) Trade and Industry
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Under these occupational headings there are many specific occupational or vocational fields of training.

MANPOWER TRAINING	Specialized federal training programs designed to lower the state or local unemployment level or to increase the number of employable persons through training programs.
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MINOR EQUIPMENT	Those fixed or movable articles particularly designed for and essential to the performance of work in a vocation, or training for a vocation, which cost less than \$300 per unit. (Not applicable to construction costs.)
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MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION	A council appointed by the Superintendent of Public Instruction which is separate and independent from the Office of Public Instruction. The advisory council shall advise the Superintendent of Public Instruction on development of the State Plan, long-range planning, and on policy matters arising from administration of the State Plan, and evaluate vocational education program offerings and submit an annual evaluation report.
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MONTANA VIEW
(VITAL INFORMATION
FOR VOCATIONAL
EDUCATION

A career guidance system which contains microfilmed information on education and work.

OCCUPATIONAL
SKILLS

Refers to instruction directly preparing persons for employment in a specific occupation or a cluster of closely-related occupations in an occupational field.

OCCUPATIONAL
TITLE

The common name by which a position is identified. The generally accepted source of nomenclature is the Dictionary of Occupational Titles, published by the Department of Labor.

OPEN-ENTRY/
EXIT PROGRAM

A program which allows students to enter at any time as the specific program allows, and to exit upon achieving acceptable competency.

PART-TIME
VOCATIONAL
EDUCATION
TEACHER

An instructor carrying a vocational teaching assignment that contains less than the minimum number of hours considered by the Superintendent of Public Instruction or local educational agency to be the recognized full-time load of a person engaged for a normal work day and week in that program.

PERSONAL
PROPERTY

It retains its original shape and appearance with use; it is non-expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit; it represents an investment of money which makes it feasible and advisable to capitalize the item; and it does not lose its identity through incorporation into a different or more complex unit or substance.

POSTSECONDARY
CENTER
DIRECTOR

The administrator at the local district level responsible for day to day administration and management of the local vo-tech center. Responsibilities include budgeting, staffing, curriculum and facility improvement and expansion under the supervision of the local district superintendent and the board of trustees.

DISTRICT
SUPERINTENDENT
(POSTSECONDARY
CENTER)

The District Superintendent is the Chief Administrator in the District who works with the Board of Trustees and the Superintendent of Public Instruction toward a joint effort of local/state governance and standardization of the Postsecondary Center System.

POSTSECONDARY
EDUCATIONAL
INSTITUTION

A nonprofit institution legally authorized to provide postsecondary education within a state for persons sixteen years or older, who have graduated from or left elementary or secondary. (Federal)

POSTSECONDARY
PROGRAM

Vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward a vocational certificate or associate or other degree, but which programs are not designed as baccalaureate or higher degree programs. (Federal)

POSTSECONDARY
PROGRAM
EXPANSION

Program expansion is accomplished in two ways:

- (a) The program is expanded by offering more student training stations in the program.
- (b) The program is expanded by redesigning or expanding the curriculum or training options in the particular program. Program expansion must receive prior written approval from local and state agencies.

POSTSECONDARY
STUDENT
ACTIVITY FEE

A fee established by student election to provide funds for student activities at the Postsecondary Center and which is not a part of the Center's operational budget and shall be accounted for locally.

POSTSECONDARY
VOCATIONAL
TECHNICAL
CENTER

A school used principally for the provision of education to persons who qualify as postsecondary vocational-technical students. The centers are designated by the Superintendent of Public Instruction upon direction by the State Legislature.

PREPARATORY
INSTRUCTION

Vocational Education instruction for persons who are available for study in preparation for entering the labor market. Classes must be part of an approved program and all students receiving vocational instruction in preparatory classes under the State Plan must be conducted in the day or evening, but in all cases must be part of a total program of study intended to prepare the student to enter the labor market in the vocation for which the instruction is given. (Federal)

PROGRAM
ASSIGNMENT

Persons classified as instructional staff are unduplicated and only counted once. Dual or multiple assignment should be recorded in the program where the most clock hours of instruction occur. This definition relates to staff accounting and not budgeting. (Federal)

PROGRAM
CHARGES

A definition employing the concept of students receiving goods or services that are deemed necessary for their use in the program on an individual cost reimbursement basis. The sole purpose for collecting such charges would be for control purposes of items needed by the student that would have to be purchased regardless. Monies collected shall not supplement program budgets.

PROGRAM
COMPLETER

A student who has completed a planned sequence of courses, services, or activities designed to meet an occupational objective. (Federal)

PROGRAM
OPTIONS

Concentrated training in a specific occupational skill which is part of an approved vocational program. The concentrated training options shall be designated on the student's program completion certificate.

PROGRAM
WAITING
LIST

A list compiled by an institution to record the students waiting to enroll in a program. Students can only be placed on a program list after they have completed a center enrollment application and the application is on file at the center. Centers shall not maintain more "fee paid student applications" on their waiting list than the total number of student stations available in the program.

REMEDIAL	Planned diagnostic and/or helpful systematic activities for individuals currently enrolled who have deficiencies in basic skills area. (Federal)
SECONDARY PROGRAM	Vocational education for persons in high school (span of grades usually beginning with grade 9 and ending with grade 12.) (Federal)
SEX BIAS	Behaviors resulting from the assumption that one sex is superior to the other.
SEX DISCRIMINATION	Any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
SEX STEREOTYPING	Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.
SHORT-TERM PREPARATORY	Classes organized to present short, intensive instruction in the skills or knowledge essential to employment at the entry level in a specific vocation. (Federal)
SPECIAL DISADVANTAGED	Special programs for disadvantaged persons in areas of the State which have high concentrations of youth unemployment or school dropouts.
SPECIAL NEEDS	Applies to persons who meet the requirements under the law for one of the three categories--handicapped, disadvantaged, and limited English-speaking--who require special programs, modification of programs, or supplemental services to help them succeed in a vocational education program. (Federal)
STATE DIRECTOR OF VOCATIONAL EDUCATION	The State Director of Vocational Education is the State Administrator of all secondary and postsecondary vocational programs.
SUPPORT SERVICE PROGRAMS	Skill assessment, employment counseling, job placement and follow up services for: 1) persons who had been solely homemakers for a substantial number of years but who now, because of dissolution of marriage, must seek employment; 2) persons who are single heads of households and who lack adequate job skills; 3) persons who are currently homemakers and parttime workers but who wish to secure a fulltime job; 4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and 5) women (men) who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men (women).
SYLLABUS	A summary or outline kept on file at the school which outlines the main points of a course of study for each vocational course offered.

TRANSIENT STUDENT	Students who are in attendance less than three months.
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TUITION	Payment for instruction with the amount determined by the Superintendent of Public Instruction.
UNDUPLICATED COUNT	The process of reporting an individual student only once, regardless of the number of programs in which he or she is enrolled during the year. Students who were enrolled in more than one program during the year, or who transferred from one program to another, should be reported only once. Assign that student to the program closest to the student's occupational objective. If the student has two or more occupational objectives, then assign to the one program with the greatest number of hours in instruction. (Federal)
VOCATIONAL COUNSELOR	A vocationally and professionally trained person assisting individuals to understand their capabilities and interests, to choose a suitable vocation, and to prepare for employment and to make successful progress in employment. Five principle functions are: placement, follow-up, information, testing, and counseling.
VOCATIONAL EDUCATION	Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only: (a) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and (b) The acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment. The term "vocational education" does not mean the construction, acquisition, or initial equipping of buildings, or the acquisition or rental of land. (Federal)
VOCATIONAL EDUCATION ADMINISTRATIVE IMPLEMENTATION PROCEDURES	A series of procedures established by the State Director of Vocational Education to bring into focus and to carry out the policies of the Superintendent of Public Instruction.
VOCATIONAL EDUCATION COURSE	An organization of vocational education subject matter and related learning experiences providing for the instruction of students on a regular or systematic basis.
VOCATIONAL EDUCATION FUNDS	All federal and state funds disbursed by the Superintendent of Public Instruction for vocational education in Montana, and local funds used for matching and maintenance of effort purposes as provided by law.
VOCATIONAL EDUCATION PERSONNEL	All state and local personnel whose part or full-time salary is paid from funds appropriated for vocational education.

VOCATIONAL
EDUCATION
PROGRAMS

A planned sequence of courses leading to the development of skills and knowledge required for entry into a specific vocation and developed and conducted in consultation with potential employers and others having skills in and substantive knowledge of the vocation. A program combines and coordinates related instruction of field, shop, laboratory, cooperative work, or other vocational experience which is of sufficient duration to develop competencies for employment. Consumer Homemaking programs as established in the Montana State Plan for Vocational Education shall also be included under this definition. (Federal)

VOCATIONAL
INSTRUCTION

Instruction which is designed to prepare individuals for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction may include:

- (a) Classroom instruction;
- (b) Classroom related field, shop, and laboratory work;
- (c) Programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;
- (d) Remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefitting from such instruction; and
- (e) Activities of vocational student organization which are an integral part of the vocational instruction, subject to the provisions in Sl04.5l3. (Federal)

VOCATIONAL
OBJECTIVE

The occupational outcome of training and other preparation as stated by an individual student. It is usually stated in terms of a specific job title. (Federal)

VOCATIONAL
POLICY

Superintendent of Public Instruction policies for vocational education are philosophical statements that set forth the broad, general intent and purpose of the Superintendent and provide the necessary direction for development of administrative guidelines and procedures.

VOCATIONAL
STUDENT
ORGANIZATION

An organization of students in vocational programs which serves members by providing opportunities for leadership, citizenship and character development. The organization enhances the vocational instructional program by providing motivation for personal achievement and appreciation of life roles. Activities are considered an integral part of the program and are carried out at local, state and national levels in affiliation with such organizations as Future Farmers of America, Future Homemakers of America, Distributive Education Clubs of America, Office Education Association, or Vocational Industrial Clubs of America.

WHITE, NOT OF
HISPANIC ORIGIN

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. (Federal)

WORK STUDY
(VOCATIONAL)

Programs administered to any youth who:

- (a) Has been accepted for enrollment as a fulltime student in a vocational education program which meets the standards prescribed by the Superintendent of Public Instruction and the local educational agency for vocational education programs assisted under this Act, or in the case of a student already enrolled in such a program, is in good standing and in fulltime attendance.
- (b) Is in need of the earnings from such employment to commence or continue the student's vocational education program; and
- (c) Is at least 15 years of age and less than 21 years of age.

100 Governance and Administration:

101 THERE SHALL BE A COMPREHENSIVE STATE PLAN FOR VOCATIONAL EDUCATION IN MONTANA: THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL BE THE SOLE AGENT TO DISBURSE FEDERAL AND STATE VOCATIONAL FUNDS AND TO PLAN, COORDINATE, GOVERN, AND PROVIDE LEADERSHIP FOR THE STATE VOCATIONAL EDUCATION SYSTEM. THE SUPERINTENDENT OF PUBLIC INSTRUCTION RECOGNIZES THE NEED FOR COORDINATION WITH OTHER GOVERNING AGENCIES.

101.1 The State Director and the staff of the Department of Vocational and Occupational Education shall prepare the Montana State Plan for Vocational Education in consultation with the State Planning Committee and the Montana Advisory Council for Vocational Education. The plan shall be prepared in accordance with policies and instructions of the Superintendent of Public Instruction and with the United States Office of Education.

101.2 The Superintendent of Public Instruction shall review the Montana State Plan for Vocational Education and certify that public hearings were held to permit people in the state a voice in its preparation.

101.3 The Superintendent of Public Instruction shall approve the State Plan. The approved plan shall be the basis for operation and administration of vocational education.

101.4 The State Plan shall be forwarded to the Attorney General and to the Montana Advisory Council for Vocational Education for certification and then shall be sent to the Commissioner of Education, United States Office of Education, for approval.

101.5 Preparation of any other state plan for vocational education shall not be authorized.

101.6 All state and federal funds appropriated or designated for vocational education shall, in accordance with the state law, be deposited with the State Treasurer who shall disburse such funds at the direction of the Superintendent of Public Instruction.

102 THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL BE RESPONSIBLE FOR IMPLEMENTING ALL POLICIES ADOPTED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION.

102.1 The State Director of Vocational Education is the appointed State Administrator for Vocational Education.

102.2 Appeal from actions or decisions of the State Director shall be made to the Superintendent of Public Instruction and requests for hearings must be in writing and submitted not less than fifteen (15) working days prior to a scheduled State Vocational Education meeting. Appeals are to be directed to the State Director who shall schedule the hearing and notify the appellant of the time and place of the hearing.

103 THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL HAVE THE AUTHORITY TO EMPLOY THE NECESSARY STAFF TO ASSURE THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT POLICIES ARE ADHERED TO AND THAT STATE PROGRAM CONSULTANTS ARE AVAILABLE TO SERVE THE EDUCATIONAL INSTITUTIONS OF MONTANA WHICH ARE OFFERING VOCATIONAL EDUCATION PROGRAMS.

- 103.1 The State Director of Vocational Education shall implement a staff plan for a department of vocational education in the Office of Public Instruction for the purposes of assuring the Superintendent of Public Instruction that policies are adhered to and that knowledgeable program consultants are available.
- 103.2 The State Director of Vocational Education shall follow the procedure of recruitment of Professional Personnel as outlined in Section 501, Article V of the Affirmative Action Plan adopted by the Superintendent of Public Instruction. These procedures shall not be retroactive to employees on staff prior to the date of adoption.
- 104 THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL BE RESPONSIBLE FOR PROMOTING AND IMPROVING VOCATIONAL EDUCATION PROGRAMS OFFERED IN THE EDUCATIONAL INSTITUTIONS OF THE STATE.
- 104.1 The State staff shall visit educational institutions to consult with administrators, supervisors, and teachers concerning individual vocational programs in order to resolve problems, plan programs or improve programs.
- 104.2 The State staff shall conduct seminars, workshops, conferences, and other activities to promote and improve vocational education programs.
- 105 THE STATE DIRECTOR OF VOCATIONAL EDUCATION WILL DETERMINE THAT VOCATIONAL EDUCATION ACTIVITIES WITHIN THE STATE ARE BEING CONDUCTED ACCORDING TO FEDERAL AND STATE RULES AND REGULATIONS.
- 105.1 The State Director and staff will determine, through visitation, evaluation, audit or reporting procedures, that all approved programs in the state are being conducted according to state and federal laws, rules, and regulations.
- 105.2 The State Director and staff shall seek the assistance of the Montana Advisory Council for Vocational Education in reviewing state and federal laws, rules, and regulations.
- 106 THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL SOLICIT THE ADVICE AND COUNSEL OF THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION PERTAINING TO THE EVALUATION AND IMPROVEMENT OF VOCATIONAL EDUCATION.
- 106.1 The State Director or designated representative shall meet regularly with the Executive Director of the Advisory Council in order to coordinate their activities and exchange information.
- 106.2 The State Director or designated representative shall attend meetings of the Advisory Council and shall provide the Council with information concerning vocational education to assist the Council in performing its duties.
- 106.3 Members of the Montana Advisory Council for Vocational Education shall be invited to serve on evaluation teams.
- 107 THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL KEEP THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE PUBLIC INFORMED OF BOTH THE PROGRESS AND THE PROBLEMS OF VOCATIONAL EDUCATION IN MONTANA.

107.1 The State Director and staff shall develop a system to collect, analyze, interpret, and communicate vocational education information.

107.2 The State Director shall keep the Superintendent of Public Instruction informed of programs, problems, needs, or proposed directions for vocational education.

107.3 The State Director and staff shall provide timely information to the public through approved newsletters or public communication channels.

108 VOCATIONAL EDUCATION PROGRAMS IN LOCAL SCHOOL DISTRICTS SHALL BE UNDER THE GUIDANCE OF A PROPERLY CERTIFIED ADMINISTRATOR, SUPERVISOR, OR INSTRUCTOR WHO HAS THE RESPONSIBILITY TO INSURE THAT LOCAL PROGRAMS ARE OF HIGH QUALITY.

108.1 Approved vocational programs shall be in compliance with all federal and state requirements, directives, and laws.

108.2 If a local administrator, supervisor, or instructor fails to fulfill his/her responsibility, vocational education funding may be withdrawn by the Superintendent of Public Instruction.

109 POLICIES AND PROCEDURES ADOPTED FOR VOCATIONAL EDUCATION IN POSTSECONDARY OR SECONDARY SCHOOLS SHALL BE CONSISTENT WITH PROCEDURES APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

110 EMPLOYMENT AND TRAINING FUNDS DISTRIBUTED THROUGH THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR USE BY EDUCATIONAL INSTITUTIONS SHALL BE ADMINISTERED IN COOPERATION WITH LOCAL EDUCATION INSTITUTIONS AND/OR OTHER STATE AGENCIES. THE SUPERINTENDENT OF PUBLIC INSTRUCTION RECOGNIZES THAT STUDENTS FROM INDIAN RESERVATIONS AND/OR OTHER GROUPS WITHIN THE STATE OF MONTANA MAY NEED SPECIAL CONSIDERATION.

110.1 All negotiations for employment and training slots or programs at the five Postsecondary Vocational Technical Centers shall be between the awarding agency and the Superintendent of Public Instruction.

110.2 Employment and training slots or programs established by negotiations between the awarding agency and the Superintendent of Public Instruction will be similar at each of the centers.

110.3 Any employment and training programs proposed for Local Education Agencies (Secondary Public Schools) must be reviewed and approved by the Superintendent of Public Instruction.

110.4 It shall be the responsibility of the State Director to resolve conflicts of authority or interest and to insure that services are not needlessly duplicated.

200 Vocational Education Personnel

201 RECRUITMENT, SELECTION, EMPLOYMENT AND ADVANCEMENT OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONSISTENT WITH CURRENT APPROVED INSTITUTION AND/OR AGENCY AFFIRMATIVE ACTION PLANS.

201.1 Any educational institution requesting funds for vocational programs must have an approved affirmative action plan.

202 VOCATIONAL EDUCATION INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL SHALL SATISFY MINIMUM OCCUPATIONAL AND PROFESSIONAL CERTIFICATION STANDARDS ESTABLISHED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND SHALL MEET APPLICABLE RECERTIFICATION STANDARDS IF ANY PART OF THEIR SALARIES ARE TO BE PAID FROM FUNDS APPROPRIATED FOR VOCATIONAL EDUCATION.

203 THE DEVELOPMENT OF INSTRUCTIONAL COMPETENCIES AND THE MAINTENANCE AND IMPROVEMENT OF OCCUPATIONAL SKILLS SHALL BE THE SHARED RESPONSIBILITY OF THE INDIVIDUAL, THE LOCAL EDUCATIONAL INSTITUTION, THE TEACHER TRAINING INSTITUTIONS, AND THE STATE DIRECTOR OF VOCATIONAL EDUCATION.

203.1 The State Director may initiate the following activities:

1. Programs, seminars, conferences and workshops to develop or improve instructional and administrative competencies of vocational personnel.
2. Programs or systems that will provide for periodically sending vocational education personnel back to business or industry to keep them abreast of current practices.
3. Recommendations to the Superintendent of Public Instruction for courses and workshops submitted for funding by the teacher training institutions for the development and improvement of instructional competencies.
4. Programs of preservice and inservice education for instruction, supervisory, administrative, teacher training, and support personnel in vocational education.

300 Vocational Education Programs

301 VOCATIONAL EDUCATION PROGRAMS MUST HAVE APPROVAL OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION PRIOR TO RECEIPT OF FUNDS.

301.1 The State Director of Vocational Education shall recommend to the Superintendent of Public Instruction which programs should be approved, based on established criteria and consistent with state and federal law.

301.2 All programs shall have a vocational objective. Program subject matter must consist of the knowledge and skills required for the student's successful performance in the vocation. Program titles must refer to vocational objectives and relate to Office of Education codes.

301.3 All significant curriculum changes must be approved by the State Director of Vocational Education. Change requests are accomplished by submitting both the current and revised curricula, with a cover letter indicating the reason(s) for the change and the date that the change is to be effective. A syllabus for each approved vocational course in a program for which the institution is offering must be on file.

301.4 All programs having a licensure agency must meet requirements of that agency and must prepare the student to be licensed or certified by the statutory licensing board or agency of Montana, the Federal government, or by any organization with widely accepted certification authority when state licensure is not required.

301.5 All preparatory instruction funded by the Superintendent of Public Instruction must be in accordance with approved programs. All such courses, seminars, practicums, etc., must be offered only as part of an approved program unless special approval is granted.

301.6 Requests for approval of preparatory programs for secondary students must be submitted for approval at least four (4) months in advance of the starting date of the program. Postsecondary preparatory programs may be submitted at any time but must operate within the Center budget approved by the Superintendent of Public Instruction.

301.7 Requests for adult and youth vocational courses may be submitted at any time, but must be approved prior to its proposed starting date.

302 VOCATIONAL EDUCATION PROGRAM OFFERINGS SHALL BE DETERMINED ON THE BASIS OF IDENTIFIABLE STUDENT INTEREST AND NEED, VOCATIONAL ADVISORY COMMITTEE RECOMMENDATIONS, EMPLOYMENT STATISTICS, AND CURRENT OCCUPATIONAL SURVEYS.

302.1 Programs to meet virtually any vocational training need may be developed and offered. Such programs may include any of the following major areas for purposes of funding: Agriculture, Consumer Homemaking, Wage Earning Homemaking, Distribution and Marketing, Business and Office, Technical, Industrial, Health Occupations, Prevocational Adult Vocational, Guidance and Counseling, Research, Exemplary, Curriculum Development, Special Needs, Disadvantaged or Handicapped, and Teacher Training.

302.2 In any two year program, the sequence of the curriculum should be such that students will develop some basic marketable skills during the first year.

- 302.3 In order for state staff members to review programs being operated in local institutions, each institution must maintain current files and records such as course syllabi, cooperative training plans, curricula and course descriptions as approved, inventories of all equipment purchased with vocational funds, annual application, revisions, and supporting schedules, audits, follow-up data, and enrollment reports.
- 303 VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED TO PREPARE INDIVIDUALS FOR EMPLOYMENT OR FOR ADVANCEMENT IN RECOGNIZED OR NEW AND EMERGING OCCUPATIONS, OR TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED VOCATIONAL EDUCATION PROGRAMS.
- 303.1 Prevocational programs may be designed which prepare individuals to enter a more advanced vocational education program.
- 303.2 Special vocational programs may be designed to provide training for disadvantaged and handicapped students, but when feasible, such students should be enrolled in regular programs with special training provided.
- 303.3 Evidence that a program will not prepare students for employment may cause the program to be disapproved (with the exclusion of consumer homemaking).
- 303.4 A program shall not discriminate on the basis of race, sex, age, disability, creed, or national origin in enrollment procedures, counseling, classroom instruction, completion requirements, or job placement.
- 304 INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS SHALL HAVE A LOCAL ADVISORY COUNCIL COMPOSED OF REPRESENTATIVES FROM MANAGEMENT, LABOR, AND CITIZENS-AT-LARGE TO CONSULT WITH AND ADVISE SCHOOL ADMINISTRATORS ON MATTERS PERTAINING TO THE DEVELOPMENT AND IMPROVEMENT OF VOCATIONAL EDUCATION.
- 304.1 The local advisory council is required to meet at least once per year; minutes of all meetings must be on file at the local institution.
- 304.2 The local advisory council is to assist school administrators in determining programs to be offered, establishing priorities for building programs for vocational education facilities, and to review factors affecting all vocational programs. Local advisory councils shall have representation of racial and ethnic minorities found in the region the council serves.
- 305 EACH VOCATIONAL EDUCATION PROGRAM SHALL HAVE A PROGRAM ADVISORY COMMITTEE COMPOSED OF, BUT NOT LIMITED TO, REPRESENTATIVES FROM MANAGEMENT AND LABOR TO CONSULT WITH ADMINISTRATORS AND TEACHERS ON PROGRAM MATTERS.
- 305.1 A program advisory committee must be appointed for each vocational education program. Members should represent management, labor, and other interested groups and should consult with teachers and administrators on program matters such as curriculum, courses, equipment, facilities, evaluation, job skills, and placement. The program advisory committee is required to meet at least once per year and minutes of all meeting must be on file at the local institution. It is recommended that advisory committees meet quarterly.
- 305.2 Requests for program approval or requests for changes in a program should be accompanied by recommendations from the program advisory committee.

305.3 Program advisory committees for a new program must be functional before the program is started and must have input into curriculum development for the new program.

306 INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS AND/OR COURSES SHALL PROVIDE INFORMATION TO THE STATE DIRECTOR FOR A STATE EDUCATIONAL INFORMATION SYSTEM.

306.1 Reporting forms developed by the State Director and approved by the Superintendent of Public Instruction shall be furnished to the local institution.

306.2 Institutions shall report on a timely basis so as to enable the State Director to make and prepare required state and federal reports.

306.3 Failure of institutions to submit required information may result in loss of funding.

307 POSTSECONDARY INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS AND/OR COURSES SHALL PROVIDE OCCUPATIONAL INFORMATION, GUIDANCE, AND PLACEMENT SERVICES FOR THEIR STUDENTS REGARDLESS OF THE STUDENT'S SEX, RACE, CREED, NATIONAL ORIGIN, HANDICAP OR DISABILITY.

307.1 Vocational-technical centers shall provide library and media center services when possible.

307.2 Vocational-technical centers must provide related communication and mathematical instruction for students when such instruction is necessary for students to meet the requirements of a postsecondary center program.

307.3 Vocational-technical centers should provide students the opportunity to grow in co-curricular areas by encouraging student governments, intramural sports, a newspaper, clubs and similar student activities.

307.4 Vocational-technical centers shall offer counseling and support services programs to students enrolled in occupational programs non-traditional to their sex and to displaced homemakers who are returning to school.

307.5 Vocational-technical centers shall have a least one qualified vocational guidance counselor.

308 LOCAL AND STATE INSTITUTIONS OFFERING VOCATIONAL EDUCATION SHALL PLAN COOPERATIVELY WITH LABOR, INDUSTRY, AND OTHER CONCERNED GOVERNMENTAL OR CIVIC AGENCIES.

308.1 The State Director and staff shall encourage cooperation at all levels and between all agencies.

308.2 The State Director shall make every effort to avoid unnecessary duplication when recommending programs for approval.

309 VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED TO SERVE INDIVIDUALS OF SECONDARY SCHOOL AGE OR OLDER, REGARDLESS OF SEX, RACE, AGE, CREED, OR NATIONAL ORIGIN, INCLUDING THOSE WHO HAVE EDUCATIONAL, SOCIOECONOMIC, OR PHYSICAL DISADVANTAGES AND HANDICAPS, DISPLACED HOMEMAKERS, OR THOSE WHO HAVE BEEN IDENTIFIED TO HAVE CULTURAL DIFFERENCES WITH SPECIAL NEEDS.

400 Vocational Education Funding

401 SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL WORK TOWARD ASSURING ADEQUATE FUNDING OF MONTANA'S VOCATIONAL EDUCATION PROGRAMS FROM ALL LEVELS OF GOVERNMENT (FEDERAL, STATE AND LOCAL).

401.1 The State Director shall conduct cost studies to determine funding requirements for vocational programs.

401.2 The State Director shall be prepared to provide to the Superintendent of Public Instruction, Governor, and State Legislature a complete analysis of vocational education program budgets.

401.3 The State Director shall disseminate the program funding requirements to the educational institutions of Montana.

401.4 Distribution of funds shall be in accordance with the State Plan.

402 THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL BE RESPONSIBLE FOR THE DISBURSEMENT OF STATE AND FEDERAL FUNDS FOR VOCATIONAL EDUCATION.

402.1 The Superintendent of Public Instruction is responsible for the disbursement of state and federal funds for vocational education in accordance with state law.

402.2 All funds appropriated for vocational education by the State Legislature or received from federal sources shall be deposited in the State Treasury in accordance with state law.

402.3 Vocational funds shall be allocated to local institutions on an equitable and objective basis. A method used for allocation of funds shall be developed by the State Director, reviewed by local administration and approved by the Superintendent of Public Instruction.

402.4 Special Vocational needs funds shall be granted to local institutions on an annual grant application basis. The Superintendent of Public Instruction shall approve or disapprove all grant applications in accordance with procedures established by the Director of Vocational Education and approved by the Superintendent.

403 IN DETERMINING THE ALLOCATION OF VOCATIONAL EDUCATION FUNDS TO LOCAL EDUCATIONAL INSTITUTIONS, THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL CONSIDER SUCH FACTORS AS: IDENTIFIED NEEDS OF VOCATIONAL EDUCATION FOR THE POPULATION WITHIN THE LOCAL DISTRICT, REGION, STATE, AND THE NATION: AS MEASURED BY NEEDS ASSESSMENTS: THE COMPATABILITY OF PROGRAM OFFERINGS WITH THE STATE'S LONG RANGE VOCATIONAL EDUCATION OBJECTIVES; THE EXCESS COST OF PROGRAM OFFERINGS; LOCAL AND STATE ABILITY TO SUPPORT THE PROGRAM; AND ANY NEED FOR PROGRAM DUPLICATION.

403.1 Funding Procedure

403.11 In determining the basis for allocation of funds, the Superintendent of Public Instruction shall consider applicable federal legislation, State Plan funding formula and other appropriate factors.

403.12 Funding for vocational programs shall follow the state fiscal year and USOE fiscal requirements.

403.13 Each institution requesting funds for a vocational program must submit an annual application. Approved programs shall be the only programs eligible for funding.

403.14 Postsecondary centers will receive consideration for production cost differential for funding.

404 THE EXPENDITURES BY AN INSTITUTION OF ANY FUNDS RECEIVED UNDER THE PROVISIONS HEADED "VOCATIONAL EDUCATION" SHALL BE LIMITED TO THOSE ELEMENTS OF COSTS APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

404.1 Acquisition and Disposition of Capital Equipment

404.11 The State Director shall compile a list of "elements of cost" for which vocational education funds may be used. The list shall be official only after Superintendent of Public Instruction's approval.

404.12 Each institution must maintain a current inventory of equipment initially costing \$300 or more which was purchased with federal/state vocational funds.

404.13 All such equipment must be marked or otherwise identified in order to make it easily distinguishable from equipment purchased with funds other than vocational education funds. (Manpower purchased equipment in excess of \$200 and all Federal excess property must also be maintained.)

404.14 Vocational education equipment acquired by a school with vocational funds appropriated by the Legislature may not be sold, leased, rented, diverted, or put to any other use without prior written permission from the Superintendent of Public Instruction.

404.15 Whenever vocational education school facilities or items of major equipment in which the Superintendent of Public Instruction has participated in funding are sold or no longer used for vocational purposes, the Superintendent of Public Instruction is to be credited with the proportional share of the value of such facilities or equipment. The value shall be determined on the basis of the sale price or the fair market value.

404.16 Equipment purchased with vocational education funds may be used for trade-in credit on the purchase of other approved vocational equipment. If equipment is sold, it must be sold to the highest bidder, and the proceeds are to be handled as per 404.15 above.

404.17 Records of expenditures for vocational programs administered by local education institutions and/or public institutions, are subject to audit by the State Director's vocational staff or State and/or Federal Auditors. Such records shall be retained on file for a period of five (5) years.

- 404.18 Local education institutions and/or public institutions receiving vocational funds shall comply with all applicable state and federal statutes, with provisions of the State Plan, with policies and regulations of the Superintendent of Public Instruction and other auditing authorities.

405 UNLESS PROVIDED BY STATE STATUTE, THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL BE RESPONSIBLE FOR AND HAVE THE POWER TO ESTABLISH STUDENT ENROLLMENT FEES AND THE RULES GOVERNING THE COLLECTION AND EXPENDITURE OF SUCH FEES.

(This section applies to Postsecondary Vocational-Technical Center students only.)

405.1 Student Fee

- 405.11 Student Application Fee - The student application fee shall be collected only once from each student. This fee of \$10.00 will serve to support the costs of processing the student application and permanent file. The student application fee shall decrease the Superintendent of Public Instruction tuition by the amount of \$10.00 for the quarter during which the application fee is collected. Therefore, it must be considered as part of the tuition required by the Superintendent of Public Instruction.

The centers shall not maintain more "fee paid students (applications)" on their waiting list than the total number of student stations in current programs.

It is understood that the "fee paid students" shall receive communication from the institutions as necessary to keep them informed of the status of their applications. Any other students wishing to be considered for a program shall complete an application which must be on file at the center. No program guarantees shall be made to any student until a fee is collected and an application processed. Montana resident students shall be accepted for training on a first come, first served basis.

- 405.12 Program Charges - Charges deemed necessary by the institution in providing students with essentials, personal service, and/or items required for programs will be charged as needed.

- 405.13 Deferments and Waivers - No waivers and/or deferments or fees and/or tuition are authorized without written approval from the State Director of Vocational Education.

- 405.14 Late Registration Fee - There is no late registration fee.

- 405.15 Timing of Fee Collection - All fees, tuition, and program charges will be collected on a quarterly basis.

405.2 Tuition

- 405.21 Tuition - Tuition is set by the Superintendent of Public Instruction and collected on a quarterly basis.

- 405.22 Tuition shall be charged to all residents of the state of Montana by the governing board of any postsecondary vocational-technical center.
- 405.23 The Superintendent of Public Instruction will establish tuition rates. Open-entry/exit students registering for less than half a quarter of instruction shall not be required to pay the full tuition, but shall be required to pay the \$10.00 Student Application Fee and amount established by the Superintendent of Public Instruction.
- 405.24 Residence - The residence of a student shall be determined in accordance with Section 75-7713, R.C.M. 1947.
- 405.25 Out-of-State Tuition - The annual out-of-state tuition for non-resident students attending Montana postsecondary vocational-technical centers shall be assessed at a rate established by the Superintendent of Public Instruction, payable in advance of the quarter the nonresident student attends.
- 405.26 Part-time Nonresident - Part-time nonresident students (less than 20 hours per week) shall pay one-half of the tuition paid by the full-time nonresident student.

405.3 Refund of Tuition and Program Charges

- 405.31 Refunding of Application Fee - The application fee is non-refundable.
- 405.32 Refunding of Out-of-State Tuition - Refunding of out-of-state tuition shall be at rates established by the Superintendent of Public Instruction.
- 405.33 Refunding of Program Charges - Program charges are not to be refunded if the student has received services and/or items.
- 405.34 Refunding of Program Charges by Non-Accredited Vocational Technical Centers - Vocational Technical Centers which are not accredited by a nationally recognized agency or association shall refund unused fees and charges to veterans and other eligible persons according to provisions of Veterans Administration regulation. Provisional accreditation shall be considered as accredited.

405.4 Expending Collected Fees and Tuition

- 405.41 Application Fees and Tuition - The application fee and tuition will be deposited with the State Treasurer to be used as part of the institutional budget.
- 405.42 Program Charges - Program charges are expended on a cost reimbursement basis and shall not be used as part of the institutional budget.
- 405.43 The State Director shall review proposed income and expenditure of fees, tuition and program charges prior to the beginning of each fiscal year.

406 A THE STATE DIRECTOR SHALL DEVELOP AND IMPLEMENT A UNIFORM ACCOUNTING AND REPORTING SYSTEM WHICH WILL CLEARLY IDENTIFY RECEIPTS, DISBURSEMENTS, AND BALANCES OF ALL FUNDS USED TO FINANCE VOCATIONAL EDUCATION.

406.1 The State Director will make a quarterly financial report to the Superintendent of Public Instruction on vocational funds expended and vocational funds available.

406.2 Each institution shall be held accountable for all funds received through the Superintendent of Public Instruction for vocational education programming.

406.3 Accounting and reporting forms and procedures will be made available to local institutions.

406.4 Local institutions will be required to complete and submit reports at times established by the State Director.

500 Vocational Education Program Evaluation

501 EVALUATION SHALL BE AN INTEGRAL PART OF MONTANA'S VOCATIONAL EDUCATION SYSTEM.

501.1 The State Director of Vocational Education shall evaluate each vocational program approved by the Superintendent of Public Instruction.

502 THERE SHALL BE PROVISIONS FOR PERIODIC AND CONTINUOUS EVALUATION AT BOTH STATE AND LOCAL LEVELS.

502.1 Program evaluation shall be conducted periodically and may consist of self-evaluations, reviews of ongoing programs, on-site committee evaluations, and similar evaluation activities.

502.2 Each fiscal year, secondary and postsecondary programs shall be evaluated by the State Director and staff; every program must be evaluated once in a five year period.

502.3 State staff members shall visit institutions in order to obtain appropriate information. Institutions shall provide whatever data is required, arrange for written materials to be made available, and otherwise expedite the work of the person making the visit.

503 THE STATE DIRECTOR OF VOCATIONAL EDUCATION AND THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION SHALL COOPERATE IN EVALUATING VOCATIONAL EDUCATION.

503.1 The State Director shall solicit program evaluation advice and help from the Montana Advisory Council for Vocational Education.

600 Postsecondary Center Governance and Administration

601 THERE SHALL BE A UNIFORM GOVERNANCE AND ADMINISTRATIVE SYSTEM FOR THE FIVE POSTSECONDARY CENTERS IN MONTANA.

601.1 State Governance

601.11 The Superintendent of Public Instruction, District Boards of Trustees Chairpersons and District Superintendents shall meet at least twice (2) yearly to review, evaluate, and adjust, when necessary, the governing policies for the operations of the five Postsecondary Centers.

601.12 The Superintendent of Public Instruction, District Boards of Trustees and District Superintendents shall standardize the postsecondary system which will include, but is not limited to the following: budgeting and accounting, staff patterns, calendar and catalog, programs and curriculum offerings.

601.2 State Administration

601.21 The Executive Officer for Vocational Education shall develop criteria for receiving, reviewing and transmitting recommendations on postsecondary vocational technical center operations and budget requests to the legislature.

601.22 The state Director of Vocational Education shall meet with the Board of Trustees Chairperson, District Superintendent and Center Director of the postsecondary Center at least twice each year to discuss recommended changes in the State Superintendent's policies and procedures.

601.23 The State Director of Vocational Education and Postsecondary Center Directors shall meet at least every other month to solidify the local/state administrative effort toward a standardized administrative system at the five postsecondary centers.

601.3 Local Administration

601.31 Each Postsecondary Center District shall have a policy for local center administration. All documents submitted to the State Superintendent's Office shall have met the procedures as established by the Local District Trustees.

601.32 Any budget expenditure change which is the result of action taken by the District Board of Trustees, on a previously state approved budget expenditure shall be reported to the State Director as soon as possible.

601.33 Local administration shall be responsible for:

1. hiring of staff
2. administration of personnel consistent with district policy
3. recommending budgets and curriculum changes or additions
4. recommending facility additions or improvements.

601.4 Facilities

- 601.41 The board of trustees operating a postsecondary vocational technical center shall develop campus and program plans for individual postsecondary vocational technical center buildings. The funds for maintenance, remodeling, renovation of postsecondary vocational technical facilities will be submitted by the local board of trustees to the Superintendent of Public Instruction for consideration by the Legislature.
- 601.42 All major facility alterations, expansion, and/or new construction must be first approved by the local school board, then by the Superintendent of Public Instruction before the start of said activity.
- 601.43 When major facility alterations, expansion, and/or new construction has been approved by the local board and the Superintendent of Public Instruction, it is then the responsibility of the State Director of Vocational Education and the Center Director to develop a time and cost schedule on the activity and continue to work toward the completion of said activity.

PROCEDURES AND FORMS FOR SECONDARY
VOCATIONAL EDUCATION PROGRAMS

To be eligible for vocational education funds each local educational agency must prepare and present to the Superintendent of Public Instruction a plan for vocational education programs. Please utilize the following forms and guidelines in preparing your applications. All applications are due in the office of the Director of Vocational and Occupational Education by May 15, except as noted.

Form No.	Title	Directions
VZ11379	Secondary Vocational Education State Funding Procedures	A description of House Bill 537 that appropriated state monies for secondary vocational education programs and the formula for the allocation of these funds to local education agencies.
VZ10579	U.S. Office of Education Occupational Codes and Titles	A listing of the six digit Office of Education Codes to be used for approved vocational programs in Montana.
VZ10279	Accounting Codes for Secondary Vocational Education Program	Explanations of budgeting and accounting codes to be used when submitting budgets and expenditure reports in secondary vocational education programs.
VZ0379	Local Plan for Vocational Education	Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five year planning period. Do not write separate narratives for each program area.
VZ0279	Proposal for a New Secondary Vocational Education Program	Submit for each new secondary vocational education program. (Agriculture, Distributive, Health Occupations, Consumer Homemaking, Home Economics Wage Earning, Business and Office, Technical, Trade and Industrial, and Industrial Arts.)
VZ1080	Proporsal for Renewal of a Secondary Vocational Education Program	Submit for each on-going (previously approved) secondary vocational education program. (Agriculture, Distributive, Health Occupations, Consumer Homemaking, Home Economics Wage Earning, Business and Office, Technical, Trade and Industrial, and Industrial Arts.)
VZ0779	Annual Vocational Education Pupil Data and School Term Report	Submit for each approved vocational education program. The aggregate days belonging for each approved vocational class is the information that is used in the formula to allocate the state vocational monies to the local education agencies.
VZ0679	Vocational Student Enrollment Statistical Report	Submit one for each approved program. This form reports the actual student count by grade level and sex in each of your approved vocational classes.
VZ0579	Certified Expenditure Report for a Vocational Education Project	Report the actual expenditures for the fiscal year for each of the approved vocational education programs. With the completion of this report a district will have certified that all expenditures listed for the program for each fiscal year are accurate and there are adequate records in the district office for audit purposes.
VZ1180	Authorization of Vocational Education Personnel	Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
VZ1280	Addendum for Cooperative Vocational Education Program.	Submit for each cooperative program.
VZ0479	Self Evaluation for Vocational Education	The self evaluation form should be completed by the instructor(s) for each approved vocational program in the school district. Advisory committee members should be encouraged to assist the instructor(s) in the self evaluation.

I. Authorization: House Bill 537 — 46th Montana Legislature

Title: AN ACT TO PROVIDE ADDITIONAL FUNDING FOR SECONDARY VOCATIONAL AND INDUSTRIAL ARTS PROGRAMS.

Section 1—Appropriation. There is appropriated \$1,500,000.00 to the Office of the Superintendent of Public Instruction for the purpose of providing additional funding for secondary vocational education. The appropriation shall be allocated under rules promulgated by the office which shall require each recipient school district to certify that expenditures for secondary vocational programs in that district will increase by the amount granted from this appropriation.

Section 2—Accounting. A school district receiving funds from this appropriation shall account for all secondary vocational and industrial arts programs in a subfund of the general fund of the school district.

II. The following policies and procedures have been promulgated by the Superintendent of Public Instruction in compliance to the above stated statute and shall be the governing rules for distribution of appropriated monies.

- A. Eligibility Requirements: Schools desiring to participate in the state's funded secondary Vocational Education/Industrial Arts programs must have operated a program for at least one year. Due to the specific appropriation of \$1.5 million, it will be necessary to prioritize programs so the appropriation level is not exceeded. Funds will be allocated up to the appropriated amount based on the following priorities: (1) schools which operated approved vocational education programs in school years 1976-77, 1977-78, or 1978-79; (2) schools which operated programs in school year 1978-79 without prior participation in state/federal vocational funding but which can provide budget information for the year end; (3) for FY '81, schools which will operate new programs in the 1979-80 school year.

To apply, schools must submit to the Superintendent of Public Instruction a:

1. **Local Plan for Vocational Education (Form VZ0379)**
The local plan is a summary of all vocational programs planned for operation fiscal years 1978-82. (Schools having submitted Local Plans in FY 1978 or FY 1979 need not resubmit.)
2. **Proposal for Vocational Education Program (Form VZ0279 or VZ1080)**
A separate proposal must be submitted for each six-digit Office of Education Code (O.E. Code) occupational program for which funding is being requested. Detailed information on specific occupational codes and program requirements are contained in the Guidelines for Vocational Education in Montana. An on-going or previously approved vocational program may submit form VZ1080.
3. **Addendum for Cooperative Vocational Education Programs (Form VZ1280)**
A separate addendum must be included and attached to the Proposal for Vocational Education (VZ0279 or VZ1080) for each program utilizing the cooperative method of instruction.
4. **Certified Expenditure Report (VZ0579)**
Any local school district desiring to participate in the state's funded vocational program must additionally certify that expenditures made by the school to support additional cost items in vocational programs will be maintained at the previous year's level and that supplemental funds provided by this grant will actually increase expenditures by the amount of the grant. A Certified Expenditure Report (Form VZ0579) must be submitted to the Superintendent of Public Instruction by July 15.

B. Allocation of Funds to L.E.A.

1. The following procedures will be proposed by the Superintendent of Public Instruction in accordance with the Administrative Procedures Act and shall upon approval govern the allocation and distribution of vocational education funds. Only programs meeting the eligibility requirements of II (A) and whose programs are approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.
2. All approved programs of vocational and industrial arts education shall be placed into one of five categories according to the cost of the program. Each category must carry the following weight:

Category	Weight
I	.25
II	.20
III	.15
IV	.10
V	.05

NOTE: The assignment of programs to categories is subject to annual review and adjustment. A listing of programs and the assigned categories will be distributed annually to schools along with program applications (VZ0279).

3. **Additional Average Number Belonging:** To determine the additional average number belonging that may be used for budgeting purposes for the ensuing year, the following formula shall be used for computational purposes:

$$\frac{\text{Aggregate Days Belonging*}}{180} \times \frac{\text{No. Vo-Ed Periods}}{\text{No. Periods in School Day}} \times \text{Vo-Ed Weight Factor} \times \text{Local ANB Value} = \text{State Vo-Ed Funds}$$

*Of those students attending the vocational program.

For the formula cited above, the following definitions are applicable:

- Aggregate Days Belonging**—The sum of the aggregate days present and aggregate days absent for all students in the approved six digit O.E. Code program.
- Number of Vo-Ed Periods**—The actual number of class periods the program is offered during each class day.
- Number of Periods in the School Day**—The total number of class periods in the instructional day.
- Local ANB Value**—The dollar value of one student in the school as determined by the state foundation aid program.
- Weighted Factor**—The numerical weight associated with the program cost categories noted in B(2) above.

Example: School A has 15 students in its approved welding class (Category 1 = Weight .25). The class meets for two periods in a six period instructional day and the local ANB value of a student is \$1,000.

Program	Students		Periods		Weight		ANB Value	=	State Funds
Welding	2700*/180	X	2/6	X	.25	X	1000		\$1,250

*Refer to (a) above.

C. Industrial Arts Programs

Schools desiring to apply for funding for Industrial Arts programs must satisfy the same general requirements as for vocational education programs. The application for industrial arts programs should be made on Form VZ0279, Proposal for Vocational Education Programs. Design of the program should be based upon requirements outlined in the publication, *Guidelines for Vocational Education in Montana*, page 40. Funding for industrial arts programs will be figured at one-half the weighted factor of Category III (.075).

III. Expenditure and Accounting of Vocational Funds

A. Deposit and Expenditure of Vocational Funds

- Any school receiving state vocational education funds shall deposit and account for those funds in subfund 02 of the districts general fund account.
- Expenditures for additional cost items shall be reported by the approved six digit O.E. Code program.

B. Additional Cost Items: The Superintendent of Public Instruction has assured the Montana Legislature that funds made available shall be used to pay the additional cost of vocational education and approved Industrial Arts programs. To comply with this assurance, the Superintendent has designated additional cost items and specifically authorized the expenditure of vocational funds for the following purposes:

- Instructional supplies utilized by the program.
- Instructional minor equipment purchased for the program.
- Instructional related travel expense.
- Instructional equipment maintenance and repair.
- Instructional major equipment.
- Extended teacher contracts to support supervision of students in vocational related activities such as cooperative work experience and programs that extend beyond the school year.
- Student organization stipends for the purpose of providing supervision of vocational youth groups (VICA, FFA, FHA, OEA, DECA, HERO).

- Non-Allowable Cost Items:** Funds designated for vocational education may not be expended on cost items that are currently being funded through the state's foundation aid program. Included in this category are regular salaries for administration and instruction, rent or purchase of classroom facilities, "general" classroom furniture and supplies and items of fixed equipment which become part of the instructional facility.

C. Reporting: Schools participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction.

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	LOCAL PLAN FOR VOCATIONAL EDUCATION	
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This annual and five year plan is necessary to receive federal funding assistance through Montana's approved plans as required by Public Law 94-482.

High School District	County	City	Zip	School Name

DIRECTIONS:

1. The principal and vocational education staff of each school, under the general direction of the district superintendent and with the advice of the local advisory committee, should develop this plan for vocational education.
2. After approval by the local board of trustees, the district superintendent should submit one copy to the Director for Vocational and Occupational Education, Office of Public Instruction, Helena 59601.

SUMMARY OF THE ANNUAL AND FIVE YEAR PLAN Please check the numbered column, the level and all services and/or activities applying to each instructional program planned.	LEVEL		ACTIVITIES OR SERVICE									
	Secondary Level	Adult Level	Disadvantaged	Handicapped	Cooperative	Support Services	Research	Exemplary and Innovative	Curriculum Development	Vocational Guidance	Personnel Development	Overcome Sex Bias/ Sex Stereotyping
	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
INSTRUCTIONAL PROGRAMS												
Agriculture												
Distributive												
Health Occupations												
Consumer and Homemaking												
Home Economics Wage Earning												
Business and Office												
Trade and Industrial												
Prevocational												
Industrial Arts												

GENERAL INFORMATION. Submit one narrative covering all vocational education areas, using the following outline. Do not submit separate narratives for each program area on this form.

I. VOCATIONAL EDUCATION NEEDS

Describe the vocational education needs and how these needs were determined of potential students in the area served and indicate how, and to what extent, the programs proposed in the application will meet such needs for the five-year planning period (1978-82).

II. ADDITIONAL SERVICES

Describe any additional services that you anticipate needing to provide for students during the five-year period. (Example: special services for the handicapped or disadvantaged students, assistance for students with limited English-speaking ability, programs to overcome sex bias, special support services for single parents and adults returning to school, etc.). Are there any needs you anticipate not being able to meet? If not, why?

III. INSTRUCTIONAL CHANGES

Briefly describe any instructional changes you are planning during the five-year period. (Example: use of cooperative, individualized instruction and simulation teaching methods.)

IV. PROGRAM EVALUATION

Describe specific methods of evaluation you will employ which will assure that the overall programs meet student needs and community/area employment demands, including labor market demands and evaluations by employers, students, advisory committee, Office of Public Instruction and Northwest Association of Schools and Colleges. How have the findings of any evaluations of programs operated during previous years been used to develop the programs proposed in the application? Each school must participate in the Montana Education Information System.

V. LOCAL ADVISORY COMMITTEE

Provide a list of the members of your local advisory committee for vocational education, including name, occupation, home address and telephone number. (Members of the local board of trustees and program instructors shall not serve as voting members on the advisory committee. Membership of the advisory committee could include representatives of business, industry, labor, education, training, parents, students and minority groups. Efforts should be made to have representation from both sexes.

VI. PROGRAM DATA

Provide data for each requested and projected vocational education program for the five-year planning period, as per Attachment A.

VII. SEX EQUITY

Describe procedures to implement the reduction of sex discrimination, sex bias and sex role stereotyping in regards to 1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional materials, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) youth organization involvement, 7) facilities and equipment, and 8) non-traditional occupational information.

VIII. VOCATIONAL GUIDANCE

Describe provisions to assure adequate sex fair vocational guidance, such as procedures for selecting and testing students, placement services, job referral, follow-up, counselor qualifications and/or needs, etc.

IX. EMPLOYMENT AND TRAINING PROGRAMS

Describe how the activities proposed in the application relate to employment and training programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973 (CETA), if any, to assure a coordinated approach to meet the vocational education and training needs of the area served.

X. OTHER VOCATIONAL EDUCATION PROGRAMS

Describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area which are supported by state and local funds.

ASSURANCES

The applicant hereby assures the following in accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title I—Vocational Education of the Education Amendments of 1976 (P.L. 94-482):

- A. The local educational agency will make an annual report and such other reports to the Superintendent of Public Instruction in such form and containing such information, as may be reasonably necessary to enable the Office of Public Instruction to perform its duties, and will keep such records and afford such access thereto as the Office of Public Instruction may find necessary to assure the correctness and verification of such reports.
- B. A local advisory committee, composed of representatives of business, industry, labor, education, training, parents, students and minority groups has been and will be consulted and involved in the planning, operation and evaluation of the vocational education programs, services and activities described in this application. Efforts will be made to have representation from both sexes.
- C. Federal funds will not be commingled with state or local funds.
- D. To the extent consistent with the number of students enrolled in nonprofit private schools in the area, whose educational needs are of the type which the program involved is to meet, provision has been made for the participation of such students.
- E. It shall be the policy of the school that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, be denied the benefits of any federal or state funded vocational educational program or activity.
- F. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such federal funds, be made available for vocational education purposes, and in no case supplant such local funds. The aggregate amount or the amount per student to be spent from local funds for vocational education programs, services and activities is equal to the amount spent in the previous fiscal year.
- G. Federal funds will not be used for any program of vocational education (except personnel training programs under Section 135, renovation programs under Subpart 4 or Part B and homemaking programs under Subpart 5 of this part,) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.
- H. The information contained in this plan is correct and the programs, services and activities approved will be conducted in accordance with the Guidelines for Vocational Education in Montana and the Montana State Plan for Vocational Education.

AUTHORIZATION

Application is hereby made for vocational education funds available under Title I-Vocational Education of the Education Amendments of 1976 (Public Law 94-482) for vocational education programs and services detailed in the program application(s). It is understood that the above assurances will apply to all approved programs.

Signed _____
District Superintendent

Date

Signed _____
Chairman, Board of Trustees

Date

DISSATISFACTION WITH ACTION

Any eligible recipient dissatisfied with final action of the Superintendent of Public Instruction with respect to any application for funds under this Act shall be given reasonable notice and opportunity for a hearing.

ATTACHMENT A

Estimate the following data for each requested and projected vocational education program, by level.

USOE Instructional Code, Program Title, Activity or Service	Level	Estimate for Years	Number of Instructors	Student Enrollments		Student Completions		Instructional Costs	Equipment Costs	Books and Supplies Costs	TOTAL COSTS
				M	F	M	F				
		78									
		79									
		80									
		81									
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State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	PROPOSAL FOR A NEW SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and H.B. 537	OPI Approval	
		Yes <input type="checkbox"/>	Date _____
DUE: May 15		No <input type="checkbox"/>	

This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and House Bill 537.

High School District	County	City	Zip	School Name

DIRECTIONS:

This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Plan for Vocational Education submitted on form VZ0379. Submit a separate proposal for each occupational title, or related group of titles for each instructional level. Submit one copy to the Director of Vocational and Occupational Education, Office of Public Instruction, Helena, MT 59601.

- I. Title of Program: Please use the space below to list the USOE Code(s) and Title(s) from the listing on form VZ10579 that best describes your proposed program.

6 Digit Code	Title	Co-op	
		Yes	No
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

- II. Instructor(s): Please fill in the information below, if zero or none, so indicate.

Instructor Name	Sex M/F	Contract Salary 9-Month	% of Time	Vocational Responsibility		Student Organization Stipend
				Salary	Extended Contract	
					Weeks	
		\$	%	\$		\$
*Total Vocational Salaries				\$	XXX	\$

*Transfer to -0212 on proposed budget.

III. Program Information. Directions: Please write a narrative describing the purpose and operation of your proposed program. Use the following outline in your narrative. Attach the completed narrative to this proposal.

- A. Estimated number of male and female students to receive training in this program this year. What percent is this of your total school enrollment?
- B. What is the specific occupational goal of this program?
- C. Describe content of program:
 - 1. List courses, by sequence, showing grade level and prerequisite where applicable.
 - 2. Provide an outline of each course in the program.
 - 3. List total credit hours/lecture hours/laboratory hours/clock hours, by course.
 - 4. Provisions for safety instruction.
- D. What is the total time requirement for the program (i.e. 2 hrs/day for 36 weeks, etc.)?
- E. What are the minimum student performance/proficiency standards for completion of the program?
- F. Describe provisions made for participation of students from nonprofit private schools. How many of these students will be served in this program?
- G. Describe coordination of this program with other vocational education programs in the school and with general academic course offerings (if applicable).
- H. Describe methods of evaluation you will employ, if other than that described in your local plan.
- I. Describe provisions to assure adequate vocational guidance, if other than that described in your local plan.
- J. Provide a list of the members of the advisory committee for this program, including name, occupation, home address, and telephone number.
- K. What are student requirements for admission to the program? Physical, age, academic, vocational intent, driver's license, other?
- L. What special kinds of services (instructional aides, staff, equipment, facilities) are available for disadvantaged, handicapped or limited English-speaking students?
- M. What job placement services will be provided?
- N. What student organization activities are to be available (FFA, FHA, DECA, OEA, VICA)? Describe how these activities are integrated with the training program.
- O. Describe the location, description and adequacy of facilities and equipment to be utilized for this program.
- P. Describe procedures to implement the reduction of sex discrimination, sex bias and sex role stereotyping in regards to:
1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional materials, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) youth organization involvement, 7) facilities and equipment, and 8) non-traditional occupational information.
- Q. If this program uses the cooperative teaching methods, please complete and attach Form VZ1280 (Addendum for Cooperative Vocational Education Programs).
- R. Please fully complete the attached "Proposal Budget". Itemize both major and minor equipment on the pages provided.

This proposal is a planning instrument for determining student and employment needs, funding, location of new programs and is the basis for required program evaluation and supervision.

VI. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education (VZ0379) are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ10679).

Signed _____
District Superintendent

Date _____

Signed _____
Program Instructor

Date _____

PROPOSAL BUDGET
FUND 08 PROGRAM 01 (Federal)
GENERAL FUND 01 PROGRAM 02 (State)

ACCOUNTING CODE Refer to VZ10279. Round dollar amounts to nearest dollar. Budget should only reflect the portion applicable to this project.		Line Item for Project Expenditure	Sub Total	STATE USE Approved
-0111	ADMINISTRATION Administrative salaries		XXXXXXX	
TOTAL ADMINISTRATION		—————→	\$	
-0211	INSTRUCTION Principal/Coordinators' Salaries		XXXXXXX	
-0212	Instructors' salaries	XXXXXXX	XXXXXXX	
	a. 9-month salary (Vocational Portion Only)		XXXXXXX	
	b. extended contract salary	*	XXXXXXX	
	c. Voc. Student Organization Advisor Stipend *	*	XXXXXXX	
-0213	Clerical salaries		XXXXXXX	
-0232	Instructional supplies *	*	XXXXXXX	
-0233	Instructional minor equipment *	*	XXXXXXX	
-0252	Inservice training expenses		XXXXXXX	
-0258	Instructional travel expenses *	*	XXXXXXX	
-0285	Consultants' fees		XXXXXXX	
-0288	Consultants' travel		XXXXXXX	
TOTAL INSTRUCTION		—————→	\$	
-0411	SUPPORTIVE SERVICES Guidance salaries		XXXXXXX	
-0413	Clerical salaries		XXXXXXX	
-0458	Guidance travel expenses		XXXXXXX	
TOTAL SUPPORTIVE		—————→	\$	
-0681	OPERATION/MAINTENANCE OF PLANT Heat for buildings		XXXXXXX	
-0682	Utilities, except heating		XXXXXXX	
-0734	Instructional equipment maintenance and repair *	*	XXXXXXX	
TOTAL MAINTENANCE OF PLANT		—————→	\$	
-1057	OTHER CURRENT CHARGES Insurance		XXXXXXX	
-1056	Rental of lands and buildings		XXXXXXX	
-1059	Miscellaneous and other expenses (specify)		XXXXXXX	
	SS, TR, PERS, etc. (State Use)		XXXXXXX	
TOTAL OTHER CURRENT CHARGES				
-1161	CAPITAL OUTLAY Sites		XXXXXXX	
-1162	Buildings		XXXXXXX	
-1163	Remodeling and Improvements		XXXXXXX	
-1164	Instructional major equipment *	*	XXXXXXX	
TOTAL CAPITAL OUTLAY		—————→	\$	
GRAND TOTAL —————→			\$	

*Excess Cost Item

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

[illegible]

*Brief description of equipment: type, make, size, model, etc.

ITEMIZED LIST OF MINOR INSTRUCTIONAL EQUIPMENT

List all minor instructional equipment to be purchased having a unit cost of less than \$300.

Name of Equipment	Description*	Quantity	Total Cost
			\$
Transfer Total to budget Item-0233 on your proposed budget.			\$

* Brief description of equipment: type, make, size, model, etc.

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	PROPOSAL FOR RENEWAL OF A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and HB 537 Due May 15, 1980	OPI Approval Yes <input type="checkbox"/> No <input type="checkbox"/> Date _____
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This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by P.L. 94-482 and HB 537.

High School District	County	City	Zip	School Name
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DIRECTIONS: This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Plan for Vocational Education submitted on form V20379. Submit a separate proposal for each occupational title, or related group of titles for each instructional level. Submit one copy to the Director of Vocational and Occupational Education, Office of Public Instruction, Helena, MT 59601.

I. Local Plan (five-year plan) filed in _____ 19 ____ Please attach any changes or updated information that needs to be filed with your Local Plan.

II. Renewal of Project Number _____
 Attach any changes or updating that needs to be filed with your project such as: program changes, course content changes, advisory committee changes, vocational student organization activities, reduction of sex-role stereotyping, etc.

III. Title of Program: list the USOE Code(s) and Title(s) from the listing on Form VZ10579 that best describes your program.

Six Digit Code	Title	Coop	
		Yes	No
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

If cooperative, please attach Form VZ1280.

IV. Estimated Enrollment — Male _____ Female _____

V. Did you have a VoEd Team or Northwest Evaluation In 1978-79? Yes _____ No _____
 1979-80? Yes _____ No _____

If you checked yes for either of these two years, describe how you have addressed the recommendations.

Instructor Name	Sex M/F	Contract Salary 9 Month	Vocational Responsibility				Student Organization Stipend
			% of Time	Salary	Extended Contract		
					Weeks	Salary	
		\$	%	\$		\$	\$
*Total Vocational Salaries →				\$	XXX	\$	\$

VI. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ10679).

Signed _____ Date _____
 Program Instructor

Signed _____ Date _____
 District Superintendent

PROPOSAL BUDGET
FUND 08 PROGRAM 01 (Federal)
GENERAL FUND 01 PROGRAM 02 (State)

ACCOUNTING CODE Refer to VZ10279. Round dollar amounts to nearest dollar. Budget should only reflect the portion applicable to this project.		Line Item for Project Expenditure	Sub Total	STATE USE Approved
-0111	ADMINISTRATION Administrative salaries		XXXXXXX	
	TOTAL ADMINISTRATION	—————→	\$	
-0211	INSTRUCTION Principal/Coordinators' Salaries		XXXXXXX	
-0212	Instructors' salaries	XXXXXXX	XXXXXXX	
	a. 9-month salary (Vocational Portion Only)		XXXXXXX	
	b. extended contract salary	*	XXXXXXX	
	c. Voc. Student Organization Advisor Stipend *	*	XXXXXXX	
-0213	Clerical salaries		XXXXXXX	
-0232	Instructional supplies *	*	XXXXXXX	
-0233	Instructional minor equipment *	*	XXXXXXX	
-0252	Inservice training expenses		XXXXXXX	
-0258	Instructional travel expenses *	*	XXXXXXX	
-0285	Consultants' fees		XXXXXXX	
-0288	Consultants' travel		XXXXXXX	
	TOTAL INSTRUCTION	—————→	\$	
-0411	SUPPORTIVE SERVICES Guidance salaries		XXXXXXX	
-0413	Clerical salaries		XXXXXXX	
-0458	Guidance travel expenses		XXXXXXX	
	TOTAL SUPPORTIVE	—————→	\$	
-0681	OPERATION/MAINTENANCE OF PLANT Heat for buildings		XXXXXXX	
-0682	Utilities, except heating		XXXXXXX	
-0734	Instructional equipment maintenance and repair *	*	XXXXXXX	
	TOTAL MAINTENANCE OF PLANT	—————→	\$	
-1057	OTHER CURRENT CHARGES Insurance		XXXXXXX	
-1056	Rental of lands and buildings		XXXXXXX	
-1059	Miscellaneous and other expenses (specify)		XXXXXXX	
	SS, TR, PERS, etc. (State Use)		XXXXXXX	
	TOTAL OTHER CURRENT CHARGES			
-1161	CAPITAL OUTLAY Sites		XXXXXXX	
-1162	Buildings		XXXXXXX	
-1163	Remodeling and Improvements		XXXXXXX	
-1164	Instructional major equipment *	*	XXXXXXX	
	TOTAL CAPITAL OUTLAY	—————→	\$	
	GRAND TOTAL	—————→	\$	

*Excess Cost Item

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	ANNUAL VOCATIONAL EDUCATION PUPIL DATA AND SCHOOL TERM REPORT For Year Ended June 30, 1980 Due Date: June 30			FOR OPI USE ONLY		
				FY	County	Legal Entity
High School Dist.	County	City	Zip Code	School Name		
_____	_____	_____	_____	_____		

I. INSTRUCTIONS

1. Complete in triplicate. Transmit original to Department of Vocational and Occupational Education, Office of Public Instruction and one copy to County Superintendent; keep triplicate.
2. Complete one form for each of the general OE code areas.
3. Students engaged in related cooperative work experience should be reported on the appropriate program form.

II. CHECK ONE:

- | | |
|---------------------------------|---|
| _____ 01. Agriculture | _____ 09.02 Home Ec. Occupational Preparation |
| _____ 04. Distributive | _____ 14. Office |
| _____ 07. Health | _____ 17. Trades and Industry |
| _____ 09.01 Consumer Homemaking | _____ 99. Industrial Arts |

III.

District Length of School Day (Circle one)	5	6	7	8	9	10	periods
--	---	---	---	---	---	----	---------

IV. District Summary of Pupil Attendance and Absence, FIRST SEMESTER

[illegible]

V. District Summary of Pupil Attendance and Absence, SECOND SEMESTER

[illegible]**CERTIFICATE OF DISTRICT OFFICIAL**

I hereby certify that this is a true and complete report of pupil and school term data for this district.

Date: _____ Signed: _____

District Superintendent or Principal

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	VOCATIONAL STUDENT ENROLLMENT STATISTICAL REPORT For Year Ending June 30, 1980	FOR OPI USE ONLY		
		FY	County	Legal Entity
DUE DATE: June 30				

High School District	County	City	Zip	School Name
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Student Enrollment statistical information is necessary to fulfill Montana's approved plans as required by Public Law 94-482.

INSTRUCTIONS:

Complete one form for each of the general OE code areas and return to the Director of Vocational and Occupational Education, Office of Public Instruction, Helena 59601.

CHECK ONE:

- | | |
|--|--|
| <input type="checkbox"/> 01. Agriculture | <input type="checkbox"/> 09.02 Home Ec. Occupational Preparation |
| <input type="checkbox"/> 04. Distributive | <input type="checkbox"/> 14. Office |
| <input type="checkbox"/> 07. Health | <input type="checkbox"/> 17. Trades and Industry |
| <input type="checkbox"/> 09.01 Consumer Homemaking | <input type="checkbox"/> 99. Industrial Arts |

Six Digit O.E. Code ¹	Course Title	No. of Weeks Class Meets Per Year Check One		Number of Students by Grade Level and Sex								Number Completing Program ²	Number Available for Employ. ³
				9		10		11		12			
				M	F	M	F	M	F	M	F		
		18	36										

¹ Refer to form VZ10579 for six digit O.E. Code
² Students dropped or transferred should not be included in this count.
³ Graduating seniors completing program and available for employment.

PART I - EXPENDITURE REPORT

FY 80 State Vocational \$ _____
Funds Received for
Increased Expenditures

Expenditure Items Expenditures should only reflect the portion applicable to this project	A	B	C	STATE USE ONLY
	Project Expenditure ¹ FY 79	Expenditure ¹ FY 80	Increased Expenditure ² FY 80	Federal Funds
ADMINISTRATION				
01-02-0111 Administrative salaries			X X X X	
01-02-0150 Other expenses			X X X X	
INSTRUCTION				
01-02-0211 Supervisors' salaries			X X X X	
01-02-0212 Instructors' salaries			X X X X	
01-02 a. 9-month salary			X X X X	
b. extended contract salary				
c. Voc. Stu. Org. Adviser Stipend				
01-02-0213 Clerical salaries			X X X X	
01-02-0232 Instructional supplies				
01-02-0233 Instructional minor equipment - 3				
01-02-0251 Other supervisory expenses			X X X X	
01-02-0252 Other instructional expenses			X X X X	
01-02-0258 Instructional travel expenses				
01-02-0285 Consultants' fees			X X X X	
01-02-0288 Consultants' travel			X X X X	
01-02-0289 Other consultants' expenses			X X X X	
SUPPORTIVE SERVICES				
01-02-0411 Guidance salaries			X X X X	
01-02-0413 Clerical salaries			X X X X	
01-02-0458 Guidance travel expenses			X X X X	
01-02-0459 Other guidance expenses			X X X X	
MAINTENANCE OF PLANT				
01-02-0743 Inst. equipment maintenance and repair				
OTHER CURRENT CHARGES				
01-02-1021 Social Security			X X X X	
01-02-1022 Teachers' retirement			X X X X	
01-02-1023 Public employees' retirement			X X X X	
01-02-1024 Unemployment compensation			X X X X	
01-02-1056 Rental of lands and buildings			X X X X	
01-02-1057 Insurance			X X X X	
01-02-1059 Other expenses (specify)			X X X X	
CAPITAL OUTLAY				
01-02-1164 Instructional major equipment - 4 (itemize)				
GRAND TOTAL			5	

1. (Columns A & B) Total expenditures for this project during the fiscal year.
2. (Column C) Total increased expenditures. Subtract FY 79 from FY 80. If each FY 80 additional item expenditure does not meet or exceed FY 79 then it must be explained.
3. Expenditures for all instructional minor equipment having a unit cost of less than \$300.
4. Expenditures for all instructional major equipment having a unit cost of \$300 or more see Part II-Itemized List of Major Instructional Equipment purchased.
5. (GRAND TOTAL, Column C) Increased expenditures. GRAND TOTAL must equal state funds sent to the district for this program in FY 80 or it will be necessary to refund the unused portion to the State.

If the individual **italicized** items on the preceding page for FY 80 do not meet or exceed the expenditures for FY 79 please explain.

0212 Extended teacher contracts _____

0212 Student organization stipends _____

0232 Instructional supplies _____

0233 Instructional minor equipment _____

0258 Instructional travel expenses _____

0743 Instructional equipment maintenance and repair _____

1164 Instructional major equipment _____

PART II

LIST OF MAJOR INSTRUCTIONAL EQUIPMENT PURCHASED

List all major instructional equipment having a unit cost of \$300 or more.

[illegible]

Attach additional sheets if necessary

Total \$

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena, MT 59601

ADDENDUM FOR COOPERATIVE
VOCATIONAL EDUCATION PROGRAM

Due: May 15

Directions:

1. District superintendent submit one copy to the Director of Vocational and Occupational Education, Office of Public Instruction, Helena 59601, with completed Proposal for Vocational Education Program (VZ0279 or VZ1080) applicable to this proposal.
2. Use the following outline in describing the purpose and operation of the cooperative portion of the program. (Attach sheets as necessary.)

Dist No	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	Zip Code	School
---------	---	--------	------	----------	--------

1. If this is a multi-occupation cooperative program, list the occupational areas (by USOE Codes and Titles) which the coordinator will coordinate.
2. Name of coordinator:
3. Number of coordination periods per day:
4. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and wages?
Yes _____ No _____
5. It is the policy of the school and the employer with whom the agreement is made, that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, be denied the benefits of any federal or state funded vocational educational program or activity.
Yes _____ No _____
6. Does the program provide for liability and industrial insurance protection?
Yes _____ No _____
7. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.
8. Describe additional costs to students and/or employers for participation in this program (if applicable).
9. Describe the procedures used to assure the placement of cooperative vocational education students will not displace regularly employed workers.
10. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.
11. Attach a sample copy of the cooperative training evaluation form(s) to be used.

(Signed)

Teacher-Coordinator

Date

SELF EVALUATION FOR
VOCATIONAL EDUCATION
Fiscal Year 1980

DUE: May 15, 1980

District No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	Zip Code	School
--------------	---	--------	------	----------	--------

I. TYPE OF PROGRAM (check appropriate item)

<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	Distributive
<input type="checkbox"/>	Health Occupations
<input type="checkbox"/>	Consumer and Homemaking
<input type="checkbox"/>	Home Economics and Wage Earning
<input type="checkbox"/>	Business and Office

<input type="checkbox"/>	Technical
<input type="checkbox"/>	Trade and Industrial
<input type="checkbox"/>	Cooperative
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

II. LEVEL OF PROGRAM ☐ Secondary ☐ Postsecondary ☐ Adult

III. This data collection is required in accordance with the Vocational Education Amendment of Public Law 94-482 and the Montana State Plan for Vocational Education.

IV. DIRECTIONS

- The self evaluation should be completed by the instructor(s) for each approved vocational program in the school district.
- Advisory Committee members should be encouraged to assist the instructor(s) in the self evaluation.
- Written comments following each item are encouraged.
- A rating of five (5) on an item indicates excellence and a zero (0) indicates nonexistence of any criteria to base judgement. Circle the rating that best describes your program.
- The original of each program evaluation should be submitted to the Director of Vocational and Occupational Education, Office of Public Instruction, Helena 59601. The carbon copies should be kept in your files.

	ASSESSMENT (Circle One)	COMMENTS
1. The program advisory committee has		
a. written duties and responsibilities.	5 4 3 2 1 0	
b. minutes on file.	5 4 3 2 1 0	
c. assisted with program development and evaluation.	5 4 3 2 1 0	
d. a representation of both sexes.	5 4 3 2 1 0	
e. a representation of business, industry and labor	5 4 3 2 1 0	
2. Efforts are made to encourage students of both sexes to participate in the program.	5 4 3 2 1 0	
3. Progress is being made to assure that sex bias/sex stereotyping is being eliminated from instructional and curricular material.	5 4 3 2 1 0	
4. Community resource persons who work in non-traditional occupations are utilized in class presentations.	5 4 3 2 1 0	
5. The instructor		
- is certified.	5 4 3 2 1 0	
- is an active member of vocational education related professional organizations.	5 4 3 2 1 0	
- keeps updated by attending workshops and seminars.	5 4 3 2 1 0	

SCHOOL _____ check one: ☐ Ag ☐ DE ☐ Health ☐ Con. Hmkg. ☐ Coop
☐ WE Hmkg. ☐ B & O ☐ Tech ☐ T & I

ASSESSMENT
(Circle One)

COMMENTS

1. Curriculum is organized around knowledge and skills for the occupation	5 4 3 2 1 0	
2. Written measurable objectives are on file in the department.	5 4 3 2 1 0	
3. Field trips and community resources are used to enrich the instruction.	5 4 3 2 1 0	
4. The school assists with job placement of students irrespective of sex.	5 4 3 2 1 0	
5. Program objectives are realistic in terms of pupil needs and employment opportunities.	5 4 3 2 1 0	
6. Adequate funds are budgeted for supplies, equipment and travel.	5 4 3 2 1 0	
7. Facilities are adequate and accommodate both sexes.	5 4 3 2 1 0	
8. Equipment is adequate and up-to-date.	5 4 3 2 1 0	
9. A vocational student organization is an integral part of the instructional program.	5 4 3 2 1 0	
10. Students with special needs are identified and adequately provided for.	5 4 3 2 1 0	
11. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.	5 4 3 2 1 0	
12. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.	5 4 3 2 1 0	
13. There is a planned follow-up system of students completing the program that includes employer satisfaction.	5 4 3 2 1 0	
14. The results of evaluation and follow-up are used as a basis to revise and improve the program.	5 4 3 2 1 0	
15. Cooperative work experience provides equal experience irrespective of sex.	5 4 3 2 1 0	

Signed) _____
Program Instructor Who Has Completed This Form

Date

Signed) _____
School Administrator

Date

Vocational Education Personnel

1. RECRUITMENT, SELECTION, EMPLOYMENT, AND ADVANCEMENT OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONSISTENT WITH CURRENT APPROVED INSTITUTION AND/OR AGENCY AFFIRMATIVE ACTION PLANS.

- 1.1 Each educational institution requesting funds for vocational programs shall operate administratively under an approved affirmative action plan.

VOCATIONAL EDUCATION INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL SHALL SATISFY MINIMUM OCCUPATIONAL AND PROFESSIONAL CERTIFICATION STANDARDS ESTABLISHED AND PERIODICALLY REVIEWED AND UPDATED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND SHALL CONTINUALLY MEET THE STATE'S RECERTIFICATION STANDARDS ESTABLISHED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION IF ANY PART OF THEIR SALARY IS TO BE PAID FROM FUNDS APPROPRIATED FOR VOCATIONAL EDUCATION.

- 2.1 State Administrative Personnel

- 2.11 State Administrator/Director of Vocational Education

Minimum Qualifications

- a. Education

A master's degree in an occupational field with extensive preparation as a teacher, supervisor, or administrator of vocational education.

- b. Experience

A minimum of three years full time experiences as an administrator of vocational education programs. At least five years experience as a vocational education instructor, consultant, or journeyman vocational craftsman.

2.12 Assistant Administrator/Director

Minimum Qualifications

a. Education

A master's degree in an occupational field with extensive preparation as a teacher, supervisor, or administrator of vocational education.

b. Experience

A minimum of three years full-time experiences as a vocational education supervisor or consultant or any combination of five years as a vocational education instructor, consultant, or journeyman vocational craftsman.

2.13 State Program Consultants

Minimum Qualifications

a. Education

Shall meet qualification for certification as a teacher in the area of specialization in vocational education and shall hold a master's degree or equivalent education and/or experience with a major in the vocational area of specialization or a closely related area.

b. Experience

A minimum of three years experience as a vocational instructor in the area of specialty or a closely related area. A minimum of one year of vocational experience in the world of work in the area of specialty or a closely related area.

2.2 Local Administrators, Consultants, and Teacher Personnel

Qualifications of vocational administrators, supervisors, instructors, counselors, or others in vocational positions must meet the qualification requirements established by the Superintendent of Public Instruction prior to employment, if any part of their salaries is to be paid from funds appropriated for vocational education. Individuals applying for postsecondary center director positions must meet Superintendent of Public Instruction's approved qualifications prior to local employment as a center director.

2.21 Local Deans, Directors or Supervisors

Deans, directors, or supervisors of vocational education shall hold a minimum of a master's degree in an occupational field from an accredited college or university, shall have at least one year of successful experience in business or industry, and shall be knowledgeable in and have an understanding of the vocational education programs of the state. Deans, directors, or supervisors of vocational education shall also have at least three years of teaching or administrative experience in vocational education.

2.22 Local Guidance Counselors

Local vocational guidance counselors shall hold a graduate degree in an appropriate counseling program from a recognized college or university and shall have one year of wage earning experience (postsecondary--three years) outside the field of professional education. One year of this wage earning experience shall be recent and continuous. One year of appropriate teaching may be considered by the State Director in lieu of one year of employment experience when specifically recommended by the local education institution. The candidate must have demonstrated the ability to work successfully in a counseling situation.

2.23 Local Teacher Certification Requirements

Vocational education instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. (See Certification Requirements.)

3. THE DEVELOPMENT OF INSTRUCTIONAL COMPETENCIES AND THE MAINTENANCE AND IMPROVEMENT OF OCCUPATIONAL SKILLS SHALL BE THE SHARED RESPONSIBILITY OF THE INDIVIDUAL, THE LOCAL EDUCATIONAL INSTITUTION, THE TEACHER TRAINING INSTITUTIONS, AND THE STATE DIRECTOR OF VOCATIONAL EDUCATION.
 - 3.1 To discharge his/her responsibilities, the State Director may initiate, but is not limited to the following activities.
 1. Plan programs, seminars, conferences and workshops to develop or improve instructional competencies of personnel.
 2. Plan programs or systems that will provide for periodically sending vocational education personnel back to business or industry to keep them abreast of current practices.
 3. Review and make recommendations to the Superintendent of Public Instruction for plans on courses and workshops submitted for funding by the teacher training institutions for the development and improvement of instructional competencies.
4. THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL PROMOTE PROGRAMS OF PRESERVICE AND INSERVICE EDUCATION FOR INSTRUCTION, SUPERVISORY, ADMINISTRATIVE, TEACHER TRAINING, AND SUPPORT PERSONNEL IN VOCATIONAL EDUCATION.

- 4.1 The State Director shall encourage teacher training institutions to submit plans for preservice programs which shall prepare individuals to function as administrators, supervisors, teachers, and counselors.
- 4.2 The State Director shall encourage and assist in planning inservice education programs submitted by teacher training institutions.
- 4.3 The State Director shall encourage local and state vocational staff to attend Industrial Schools, seminars or other activities in vocational education in order that staff may be better prepared for their professional assignment in vocational education.



